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ABSTRACT

A study was conducted to determine (1) the needs of the 162 non-professionally trained, newly employed vocational education teachers in Ohio who particpated in six summer preservice programs of instruction; (2) the differences between the teachers in this group who left their teaching positions before December 1, 1978, and those who remained; and (3) how teacher evaluations by local supervisors compare to the evaluation of the teacher educators. A needs analysis was mailed to each participant, and evaluation forms were mailed to local supervisors and teacher educators. Data from these forms indicate that the interview (employment) process of the newly employed, non-professionally trained teacher plays an important part as to whether or not this teacher maintains his teaching position during the entire school year. In addition, it was found that the teaching of the basic classroom management competencies needs to be reviewed by the teacher educators and state staff for inclusion in the preservice program of instruction. The greatest pleasure of the newly employed, non-professionally trained vocational teachers, during the first three months of the school year, was that of watching their students develop new skills and knowledge. (Data collection instruments, a profile of teachers, and a summary of topics covered and their frequency of use or encounter are appended.) (LRA)

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A CHARACTERISTICS AND NEEDS PROFILE OF OHIO'S 1978-79 VOCATIONAL EDUCATION TEACHERS

Part II

Teacher and Needs Profile After Three Months of Teaching

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHAPTER ONE

Introduction

During July and August, 1978, 162 non-professionally trained, newly-employed vocational education teachers participated in six intensive pre-service programs of instruction. The purpose of the pre-service programs of instruction was to provide training for teachers in the basic instructional skills necessary for entry into classrooms. The pre-service programs of instruction were conducted at the Cleveland State University. The Ohio State University, the University of Cincinnati, and the University of Toledo. Each of the universities conducted a pre-service program of instruction for the newly-employed trade and industrial education teachers in their respective geographic service areas with The Ohio State University also conducting pre-service programs of instruction for newly-employed agricultural education teachers and newly employed home economics education teachers of Ohio. All 162 teachers who started their pre-service programs of instruction, on the first day, satisfactorily completed them.

Purpose of the Study

Research indicates that there are differences between the evaluation of teacher performance when evaluated by teacher educators than when evaluated by local school supervisors. This part of the study will attempt to answer the following questions:

1. What are the differences between the teachers who left their teaching positions between the end of their pre-service program of instruction and December 1, 1978 and those who remained on their respective jobs after December 1, 1978?

2. How can future pre-service programs of instruction be modified to reflect the characteristics and the needs of the 1978-79 non-professionally trained, newly-employed vocational teachers of Ohio?

3. How do the evaluations of the local school supervisors compare to the evaluations of the teacher educators?

Methodology

On December 1, 1978 a needs analysis (Appendix A) was sent to each participant through the U.S. Postal Services. Also on this date, a local supervisor evaluation form and a teacher educator evaluation form for each teacher was respectively sent to each local school supervisor and each teacher educator. Eleven days later, December 12, a post card (Appendix B) was forwarded to the non-respondent-teachers (n=77). On January 2, 1979 a

complete package was sent to the non-respondent-teachers (n= 7). On January 20, 1979, the closing date, 141 (87%) of the teacher needs analysis had been returned. One hundred and five of the returned forms were usable. The percentage of forms returned by the local school supervisors and the teacher educators were too low for statistical analysis.

Data gathered with these instruments were first analyzed with descriptive statistics (Nie, et al., Chapter 14, 1975) to determine the profiles of the teachers still on the job and the teachers who had left their positions as of December 1, 1978. The sub-populations were analyzed further by the cross-tabs procedure (Nie, et al., Chapter 16, 1975), the discriminant analysis procedures (Nie, et al., Chapter 23, 1975), and with non-parametric statistics (Nie and Hull, 1977) to determine their respective characteristics and differences.

CHAPTER TWO

Demographic Data Analysis

Continuing teacher. The newly employed, non-professionally trained vocational teacher (N=145) who was on the job after December 1, 1978 can be best described as a male, 36 years of age, with 12.5 years of occupational work experience. He has held three full time jobs in industry which did not require a change of residence in order to obtain or maintain employment.

The continuing teacher teaches twelvth graders in either a comprehensive high school or a joint vocational school. This teacher most likely left industry due to the lack of job satisfaction and/or the lack of job challenge with an annual income between $11,001.00 and $14,000.00. He was influenced to enter teaching for the challenge with a first year income between $10,501.00 and $13,500.00. This teacher did not intend to hold a part-time job in addition to his teaching responsibilities during the school year.

During the employment process, this teacher had seen his laboratory; talked with his school's superintendent, director and supervisor; and with his co-teacher, another teacher, and a student. Before attending his pre-service program of instruction, he had secured a textbook and course outlines. Most likely, he did not have an occupational analysis or a previous course of study. Refer to Tables 1 and 2, Appendix C.

Former teacher. The newly employed, non-professionally trained teacher who left teaching during the first three months of the 1978-79 school year can best be described as a male, 34 years of age with ten years of occupational experience. This teacher had held two full-time jobs in industry which did not require a change in residence either to obtain or maintain employment.

The former teacher taught eleventh graders in either a comprehensive high school or a joint vocational school. He most likely left industry due to the lack of job advancement with an annual income between $8,001.00 and $14,000.00. This teacher entered teaching for its challenge with first year income between $9,001.00 and $13,500.00. He intended to maintain a part-time job, in addition to his new teaching responsibilities during the school year.

During the employment process, this teacher had viewed his laboratory; talked with his school's superintendent and supervisor; and had talked with his co-teacher and another teacher. Before attending his pre-service program of instruction, he had secured a textbook; but not a course outline, an occupational analysis, or a previous course of study. Refer to Tables 1 and 2, Appendix C.

The data on the Tennessee Self Concept Scale (1954) and the Edwards Personal Preference Schedule (1953) were analyzed but not interpreted in this part of the study. This data will be interpreted at the end of the school year when all teachers who leave teaching can be identified. Refer to Table 3, Appendix D.

As of December 1, 1978, seventeen (10%) teachers had left the profession of teaching. Eighteen percent of the agricultural education teachers left the profession as did ten percent of the trade and industrial education teachers. As of December 1, 1978, the home economics teacher education program had not lost a single newly employed, non-professionally trained vocational teacher. Refer to Table 4.

Table 4

Distribution of the Teachers (N=17) Who Terminated Between the Completion of the Pre-Service Program of Instruction and December 1, 1978 by Program Area/University

Program Area	University A	B	C	D
Agriculture	4			
Home Economics	0			
Trades and Industry	3	5	3	2

The previously discussed demographic variables were tested two ways for significance. First, the variables were tested for significance between those teachers who had left the profession and those teachers who were still teaching. Secondly, the variables were tested for significance between the three sub-populations (agriculture, home economics, and trades and industry). No significant differences were identified between those who left teaching and those who were still teaching at a .05 probability level. Significant differences were identified between the three sub-populations of teachers.

Utilizing a Kruskal-Wallis test and the Scheffe procedure (Nie and Hull, 1977), the three variables for age were tested for significance. The age of the teachers differed significantly at a .003 probability level between the three sub-populations of teachers, Table 5. The Scheffe procedure indicated that the former agricultural education teachers were significantly younger than their home economics and trade and industrial education counterparts.

Table 5

Analysis of Variance of Age Between Agricultural, Home Economics and Trade and Industrial Education Teachers

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	1229.1267	614.5632	5.932	0.0033
Within Groups	158	16370.1216	103.6084		
TOTAL	160	17599.2461			

Utilizing a Kruskal-Wallis test and the Scheffe procedure (Nie and Hall, 1977), the three variables on the years of occupational experience were tested for significance. The variables were found to be significant. The years of occupational experience differed significantly at a probability level of .02 between the three sub-populations. The Scheffe procedure suggests that the former agriculture education teacher has fewer years of occupational experience than does his home economics and trades and industrial education counterparts. Refer to Table 6.

Table 6

Analysis of Variance of Years of Occupational Experience Between Agricultural, Home Economics and Trade and Industrial Education Teachers

Source	D.F.	Sum of Squares	Mean Squares	F Ration	F Prob.
Between Groups	2	650.4635	325.2317	3.793	0.0246
Within Groups	158	13547.2280	85.7419		
TOTAL	160	14197.6914			

Needs analysis. The needs analysis instrument was divided into three different sections. Section one describes whether or not the teacher can recall if a given topic was covered during their pre-service program of instruction. Section two describes the frequency of use/encounter of a given topic by a teacher during the first three months of teaching, September through November, 1978. Section three categorizes the teacher's comments to open-ended questions over their experiences in teaching since being employed.

The first thirty-nine items of sections one and two of the needs analysis instrument identify the basic instructional competencies required of all vocational teachers. The competencies were identified from a research data base and agreed upon by a panel of 18 experts in June, 1975. The remaining 13 items in sections one and two are paraphrases of teachers' comments collected during a three year study of trade and industrial education teachers at The Ohio State University. The data will be presented seven ways: a) population data and b) each pre-service program of instruction. Due to the lack of responses from the teachers who left the profession during the first three months of the 1978-79 school year, their data will not be analyzed.

Population Data. The population data for section one was averaged for each of the 52 identified topics. An arbitrary cut-off point of 1.16 or more was used to identify topics which might not have been covered during a pre-service program of instruction. A value of less than 1.16 would suggest that 84% or more of the respondents recalled the topic being covered in their pre-service program of instruction, while sixteen percent or less of the vocational teachers who responded could not recall the topics being taught. Refer to Table 7.

Table 7

Topics Potentially Not Covered During the Six Pre-Service Programs of Instruction for the 1978-79 Vocational Teachers

nber	Topic	Continuing (N=145)			
		Number Missing/Incomp.	Topic Covered (1)	Topic Not Covered (2)	Weight
1	Use an Occupational Analysis	46	79	18	1.16*
2	ID Competencies to be Taught	44	86	15	1.15*
3	Specify Program Goals	44	91	10	1.10
4	Develop Test Items for each Objective	47	88	10	1.10
5	Present Lectures	44	88	13	1.13*
5	Present Illustrative Talks	45	86	14	1.14*
7	Utilize Individualized Instruction	44	87	14	1.14*
8	Utilize Problem Solving Techniques	44	78	23	1.23*
9	Utilize Behavior Management Techniques	44	85	16	1.16*
0	Utilize Discipline Techniques	43	91	11	1.11*
1	Inventory Systems	45	67	33	1.33*
2	ID Hazardous Conditions	45	89	11	1.11*
3	Personnel Organization Charts	45	86	14	1.14*
4	Progress Charts	43	99	3	1.03

Table 7 (con't)

Topics Potentially Not Covered During the Six Pre-Service Programs of Instruction for the 1978-79 Vocational Teachers

Number	Topic	Continuing (N=145)			
		Number Missing/Incomp.	Topic Covered (1)	Topic Not Covered (2)	Weight
15	Filing Systems	44	48	53	1.52*
16	Tool Material Control Technique	45	77	23	1.23*
17	Classroom Lab Safety Programs	44	92	9	1.09
18	Safety Apparel and Devices	44	87	14	1.14*
19	Eye Protection	44	87	14	1.14*
20	Performance Test Construction	45	83	17	1.17*
21	Ohio Vocational Association	44	96	5	1.05
22	Student Absenteeism	45	72	28	1.28*
23	Student Tardiness	44	67	34	1.34*
24	Student Use of Alcohol	44	54	47	1.47*
25	Student Use of Drugs	44	53	48	1.48*
26	Student Use of Tobacco	45	58	42	1.42*
27	Student Sleeping in Class	44	74	27	1.27*
28	Student Use of Bad Language	45	78	22	1.22*
29	The Poor Reader	45	62	38	1.38*
30	Lack of Math Skills	45	59	41	1.41*
31	Lack of Writing Skills	45	54	46	1.46*
32	Medically Related Problems	44	65	36	1.36*

* Topic may not have been covered

The population data on the frequency of use/encounter of each topic was averaged to establish a weight mean for each topic. If the mean fell between 4.5 and 5.0 the frequency of use/encounter was considered to be on a daily basis. A mean which fell between 3.5 and 4.49 was considered to be used/encountered only a few times during their first three months of teaching. A mean which fell between 1.5 and 2.49 was considered to be used/encountered only once during the first three months of the school year. Refer to Table 8. Four topics were used/encountered on a daily basis. The most frequently used daily topic was the motivation of students. The most frequently used weekly topic was the development of questions to be asked during class. The preparation of assignment sheets was the most common topic in the "used a few times" category. Handling students who skip class was the most common "used once" topic.

Table 8

Frequency of Use or Encounter of Topics
During the First Three Months of Teaching

Number	Topic	Mean Value
	Weekly	
1	Motivate students	4.67
2	Develop test items for each objective	4.59
3	Identify related class information	4.57
4	Use audio-visual materials	4.55

Table 8 (con't)

Number	Topic	Mean Value
	Weekly	
1	Develop questions to be asked during class	4.47
2	Identify laboratory information	4.45
3	Classroom record keeping	4.42
4	Demonstrate skills	4.39
5	Teach safety information	4.23
6	Utilize small group instruction	4.15
7	Class-laboratory safety program	4.14
8	Prepare lesson plans	4.11
9	Present lectures	4.10
10	Utilize discipline techniques	4.07
11	Filing systems	4.07
12	Use inventory systems	4.05
13	Safety apparel and devices	3.97
14	Tool material and control techniques	3.94
15	Utilize problem solving techniques	3.91
16	Eye protection	3.90
17	Progress charts	3.85
18	Present illustrative talks	3.85
19	Student absenteeism	3.83
20	Specify program goals	3.73
21	Identify competencies to be taught	3.69
22	Specify lesson plan objectives	3.68
23	Identify audio visual materials	3.64
24	Prepare information sheets	3.53
	A Few Times	
1	Prepare assignment sheets	3.49
2	Lack of math skills	3.42
3	Student tardiness	3.39
4	Performance test construction	3.36
5	Prepare job sheets	3.34
6	Poor reader	3.30
7	Student use of bad language	3.28
8	Lack of writing skills	3.26
9	Identify hazardous conditions	3.02
10	Utilize small group instruction	2.96
11	Prepare operation sheets	2.95
12	Medically related problems	2.76
13	Student sleeping in class	2.72
14	Student use of tobacco	2.70
	Once	
1	Student skipping classes	2.46
2	Use an occupational analysis	2.29
3	Ohio Vocational Association	2.16
4	Student use of drugs	2.11
5	Teacher liability	2.03
6	Accident reports	1.84
7	Student use of alcohol	1.84

To protect the integrity of each pre-service program of instruction, this data will be identified only as Programs One through Six rather than by vocational service area and/or university. The data were interpreted by viewing the percentage of responses which recalled the topic being covered and the degree of use/encounter for each topic.

Program One. The teacher educators in Program One should review their pre-service program of instruction's curriculum and instructional activities on 18 of the 52 identified topics. The topics on instructional competencies were: the use of an occupational analysis, preparing information sheets, preparing assignment sheets, utilizing behavior management techniques, using progress charts, using safety apparel and devices, and using eye protection equipment. The following classroom management competencies need to be reviewed: handling skipping class, absenteeism, and tardiness of students; handling students who use alcohol, drugs and tobacco; handling students who sleep in class or who use bad language; helping the poor reader; helping students who lack math or writing skills; and handling of the various medically related problems which occur in the classroom. Refer to Figure 1, Appendix E.

The continuing teachers received their "greatest pleasure" as a vocational teacher from watching their students develop new skills and knowledge. Their "greatest disappointment" as a vocational teacher was the lack of student responsiveness or interest.

The teachers suggested that the pre-service program of instruction presented by Program One could be improved by having more information in lesson planning and development. The continuing teachers felt that their bi-weekly teacher education visitations were satisfactory as currently conducted. These teachers also felt that their local school supervisors had been very helpful to them in the execution of their job.

When the continuing teachers in Program One were asked, "if you had to do it over again, would you become a vocational teacher?", the majority responded positively. These teachers would repeat their experiences again becuase they enjoyed their first three months of teaching. Their most frequent comment was that "the pay was too low for the amount of work required". Refer to Figure 2, Appendix F.

The local school supervisors of the continuing teachers were also surveyed. They rated the classroom and laboratory performances of their teachers as average. Refer to Figure 3, Appendix G. The supervisors also indicated that the strength of these teachers was that they knew their subject matter well, but in order to remedy their weakness they need to improve their discipline skills. Refer to Figure 4, Appendix H.

The teacher educators who worked with these teachers during their pre-service program of instruction and their first three months of teaching were also surveyed. The teacher educators rated the teachers' performance in the pre-service program of instruction as above average, their classroom performance as nearly excellent, but were unable to evaluate their laboratory performance due to the lack of adequate time to observe them in their laboratory setting. Refer to Figure 3, Appendix G. The teacher educators indicated that the strength of the teachers was the concern for their students, while their weakness was the inability to organize things. Refer to Figure 5, Appendix H.

Program Two. The teacher educators of Program Two should review their pre-service program of instruction's curriculum and instructional activities on 21 of the 52 identified topics. The topics on the instructional competencies were: using an occupational analysis, utilizing questioning techniques, utilizing problem solving techniques, utilizing individualized instruction, using inventory systems, using progress charts, using filing systems, using tool and/or material control techniques, conducting a classroom/laboratory safety program, using safety apparel and devices, using eye protection equipment, teacher liability and the construction of performance test items. The following classroom management competencies need to be reviewed: handling skipping class, absenteeism, and tardiness of students; handling students who use alcohol, drugs and tobacco; handling students who sleep in class or who use bad language; helping the poor reader; helping the students who lack writing and math skills; and handling the various medically related problems which occur in the classroom. Refer to Figure 1, Appendix E.

These teachers received their "greatest pleasure" as a vocational teacher by watching their students develop new skills and knowledge. Their "greatest disappointment" was equally distributed across the "low attitudes of their students", "students who could not read or write", "student use of drugs and alcohol", and the "amount of paperwork and associated red tape".

These teachers suggested the pre-service program of instruction presented by Program Two could be improved by providing information and practice on using different instructional strategies and support materials. The teachers felt that their bi-weekly teacher educator visitations were satisfactory as currently conducted. These teachers also indicated that their local school supervisors have been very helpful to them in the execution of their job.

When the teachers in Program Two were asked, "if you had to do it over again, would you become a vocational teacher?", the majority responded positively. They would repeat their experiences again due to the challenge provided by the job. Refer to Figure 2, Appendix F.

The local school supervisors of the teachers were also surveyed. They rated their teacher's classroom and laboratory performances as average. Refer to Figure 3, Appendix G. The supervisors also indicated that the strength of their

teachers was that they knew their subject matter well. To remedy their weakness they would need to improve their skills on conducting their laboratory activities and instruction and in the planning and organization of their other instructional activities. Refer to Figure 4, Appendix H.

The teacher educators who worked with these teachers during their pre-service program of instruction and their first three months of teaching were also surveyed. The teacher educators rated the performance of these teachers in their pre-service program of instruction as average, classroom performance as nearly excellent, but were unable to evaluate their laboratory performance due to the lack of adequate observation time. Refer to Figure 3, Appendix G. The teacher educators indicated that the strengths of these teachers were their abilities to organize themselves, their conscientiousness, and their shop organization and management skills. To remedy their weakness they would have to improve the quality of their instructional techniques. Refer to Figure 5, Appendix H.

Program Three. The teacher educators of Program Three should review their pre-service program of instruction's curriculum and instructional activities on 14 of the 52 identified topics. The topics relating to instructional competencies were: utilizing occupational analysis, utilizing behavior management techniques, and utilizing filing systems. The following classroom management competencies need to be reviewed: handling skipping class,; absenteeism, and tardiness of students; handling students who use drugs, alcohol and tobacco; handling students who sleep in class or who use bad language; helping the poor reader; helping students who lack math and writing skills; handling the various medically related problems which occur in the classroom. Refer to Figure 1, Appendix E.

These teachers received their "greatest pleasure" as a vocational teacher from watching their students develop new skills and knowledge. Their "greatest disappointment" was the lack of student interest or responsiveness.

The teachers suggested that the pre-service program of instruction presented by Program Three was well organized. Their bi-weekly teacher educator visitations were satisfactory as currently conducted. These teachers also indicated that their local school supervisors had been very helpful to them in the execution of their job.

When the teachers in Program Three were asked, "if you had to do it over again, would you become a vocational teacher?", the majority responded positively. These teachers would repeat their experiences again because they had enjoyed their first three months of teaching. Refer to Figure 2, Appendix F.

The local school supervisors of the teachers were also surveyed. They rated their teachers' classroom and laboratory performances as slightly above average. Refer to Figure 3, Appendix G. The supervisors also indicated that the strength of their teachers was that they knew their subject matter well, but in order to remedy their weakness they would have to improve their discipline skills. Refer to Figure 4, Appendix H.

The teacher eduators who worked with these teachers during their pre-service program of instruction and their first three months of teaching were also surveyed. The teacher educators rated their performance in the pre-service program of instruction as above average, classroom performance as above average, but were unable to evaluate their laboratory performances due to the lack of adequate observation time. Refer to Figure 3, Appendix G. The teacher educators indicated further that the strength of the teachers was their concern for the student while their weakness was their verbal communication skills. Refer to Figure 5, Appendix H.

Program Four. The teacher educators of Program Four should review their pre-service program of instruction's curriculum and instructional activities on 19 of the 52 identified topics. The topics relating to instructional competencies were: the use of an occupational analysis, presenting illustrative talks, utilizing problem solving techniques, utilizing behavior management techniques, utilizing discipline techniques, utilizing filing systems, identifying hazardous conditions, performing classroom record keeping strategies, using filing systems, conducting classroom and laboratory safety programs, filing accident reports, and the construction of performance test items. The following classroom management competencies need to be reviewed: handling skipping class, absenteeism and tardiness of students; handling students who use drugs, alcohol and tobacco; handling students who sleep in class or who use bad language; helping the poor reader; helping students who lack math and writing skills; and the handling of the various medical problems which occur in the classroom. Refer to Figure 1, Appendix E.

These teachers received their "greatest pleasure" as a vocational teacher by watching their students develop new skills and knowledge. Their "greatest disappointment" was the lack of student interest or responsiveness.

The teachers suggested that the pre-service program of instruction presented by Program Four could be improved by providing more information on lesson planning and development. The teachers felt that their bi-weekly teacher education visitations were satisfactory as currently conducted. These teachers also indicated that their local school supervisors had been very helpful to them in the execution of their job.

When the teachers in Program Four were asked, "if you had to do it over again, would you become a vocational teacher?", the majority of the teachers responded positively. They would repeat their experiences again because they had enjoyed the first three months of teaching. Refer to Figure 2, Appendix F.

The local school supervisors of the teachers were also surveyed. They rated their teachers' classroom and laboratory performances as average. Refer to Figure 3, Appendix G. The supervisors also indicated that the strength of their teachers was that they knew their subject well. In order to remedy their weakness the teachers would need to improve their ability to plan and organize their instructional activities. Refer to Figure 4, Appendix H.

Program Five. The teacher educators of Program Five should review their pre-service program of instruction's curriculum and instructional activities on 29 of the 52 topics. The topics relating to instructional competencies were: the use of occupational analysis, identifying competencies to be taught, developing test items for each objective, teaching safety information, presenting lectures, presenting illustrative talks, utilizing individualized instruction, utilizing problem solving techniques, utilizing behavior management techniques, utilizing discipline techniques, using personnel organization charts, using classroom record keeping strategies, using tool and material control techniques, conducting a classroom and laboratory safety program, filing accident reports, using safety apparel and devices, and constructing performance test items. The following classroom management competencies need to be reviewed: handling skipping classes, absenteeism, and tardiness of students; handling students who use drugs, alcohol and tobacco; handling students who sleep in class or who use bad language; helping the poor reader; helping students who lack math and writing skills; and handling the various medically related problems which occur in the classroom. Refer to Figure 1, Appendix E.

These teachers received their "greatest pleasure" as a vocational teacher from watching their students develop new skills and knowledge. Their "greatest disappointment" was the low attitudes of their students.

The teacher in-training suggested that the pre-service program of instruction presented by Program Five could be improved if it was reduced to two weeks. Their bi-weekly teacher educator visitations were satisfactory as currently conducted. These teachers also indicated that their local school supervisors have been very helpful to them in the execution of their jobs.

When the teachers in Program Five were asked, "if you had to do it over again, would you become a vocational teacher?", the majority of the teachers indicated that they would. They would repeat their experience again because they enjoyed their first three months on the job. Refer to Figure 2, Appendix F.

The local school supervisors of the teachers were also surveyed. They rated their teachers' classroom and laboratory performance as above average. Refer to Figure 3, Appendix G. The supervisors also indicated that the strength of their teachers was that they knew their subject matter well. In order to remedy their weakness the teachers would have to improve their quality of laboratory activities and instruction. Refer to Figure 4, Appendix H.

The teacher educators who worked with these teachers during their pre-service program of instruction and their first three months of teaching were also surveyed. The teacher educators in Program Five did not return their survey forms before the deadline.

Program Six. The teacher educators of Program Six should review their pre-service program of instruction's curriculum and instructional activities on 17 of the 52 identified topics. The topics relating to instructional competencies were: the use of an occupational analysis, presenting lectures, utilizing questioning techniques, identifying hazardous conditions, and utilizing classroom record keeping techniques. The following classroom management competencies need to be reviewed: handling skipping of class, absenteeism, and tardiness of students; handling students who use alcohol, drugs and tobacco; handling the students who sleep in class or who use bad language; helping the poor reader; helping the students who lack math and writing skills, and handling the various medically related problems which occur in the classroom. Refer to Figure 1, Appendix E.

The teachers received their "greatest pleasure" as a vocational teacher by watching their students develop new skills and knowledge. Their "greatest disappointment" was the lack of tools, materials and supplies.

The teachers in-training suggested that the pre-service program of instruction presented by Program Six could be improved by providing more information and/or practice on using different instructional strategies and support materials. The teachers felt that their bi-weekly teacher educator visitations could be improved. Half of the teachers indicated that the visitations were satisfactory as currently conducted. The remaining half indicated that the teacher educators should be done away with. The teachers also indicated that their local school supervisors have been very helpful to them in the execution of their job.

When the teachers in Program Six were asked, "if you had to do it over again, would you become a vocational teacher?", the majority of the teachers indicated that they would. Refer to Figure 2, Appendix F.

The local school supervisors of the teachers were also surveyed. They rated their teacher's performance in the classroom and laboratory as excellent. Refer to Figure 3, Appendix G. The supervisors also indicated that the strength of their teachers was the quality of their program's organization. In order to remedy their weakness the teachers would need to improve their discipline skills. Refer to Figure 4, Appendix H.

The teacher educators who worked with these teachers during their pre-service program of instruction and their first three months of teaching were also surveyed. The teacher educators rated their performance in the pre-service program of instruction as above average, classroom performance as excellent, but were unable to evaluate their laboratory performance due to the lack of adequate observation time. The teacher educators indicated that the strengths of their teachers were their attitude, their concern for their students, and their ability to organize. Their weakness was their ability to write. Refer to Figure 5, Appendix H.

Discussion

State Staff. The State Division of Vocational Education introduced an instructional systems design (ISD) to the vocational teachers of Ohio in 1975. A great deal of time, money and effort have gone into this project to improve the quality of vocational education within the state. One of the primary backbones of the ISD format is the occupational analysis. The occupational analysis provides an abundance of information which is vital to any vocational teacher who is responsible for the design, development, implementation, and evaluation of his program. The data within this study suggests that the newly employed, non-professionally trained teacher uses this occupational analysis once to a very few times during his first three months of teaching. The staff of the State Division of Vocational Education need to ask a series of questions relating to the occupational analysis. They are: Do the teacher educators really understand the ISD format, its purpose and role in accountability, and its value to the newly employed, non-profesionally trained teacher? Do the teacher educators understand how to extract the information contained with the occupational analysis and transfer it into thelesson plans developed by the teacher? Should the State Division of Vocational Education develop a minimum course of study for each vocational program?

The teacher educators have indicated, in part, that the routine classroom management skills should be taught to the newly employed, non-professionally trained teacher by their employing school. The data within this study suggests that the teaching of these basic classroom management skills needs to be reviewed. The teacher educators and the staff of the State Division of Vocational Education need to ask a series of questions regarding this issue. Should instruction of these classroom management skills become a required part of the pre-service program of instruction? Should the current rules and regulations for the newly employed, non-professionally trained teacher be revised to include instruction on these classroom management skills? Should the newly employed, non-professionally trained teacher receive training in helping the student who has difficulty or who lacks the basic skills of reading, writing, and arithmetic?

Program One. The teacher educators in Program One need to ask a series of questions regarding each of the 18 identified topics of concern. For example, are the preparation and use of assignment and information sheets taught in your pre-service program of instruction? If not, should these topics be taught? Why are the teachers not using and/or developing assignment and information sheets? Could assignment and information sheets be used to improve student interest and responsiveness? If incorporated into your pre-service program of instruction, could your teacher educators identify ways in which a newly employed, non-professionally trained teacher might use them during one of the bi-weekly teacher educator visitations?

Program Two. The teacher educators in Program Two need to ask a series of questions regarding each of the 21 identified topics of concern. For example, is the use of inventory systems taught during your pre-service program of instruction? If so, are the various organizational and management

techniques discussed, demonstrated, or studied using case studies? If not, should inventory systems be taught during the pre-service program of instruction? Could an inventory system improve the quality of the teachers' laboratory instruction and activities?

Program Three. The teacher educators in Program Three need to ask a series of questions regarding each of the 14 identified topics of concern. For example, is shop organization and management taught during your pre-service program of instruction? If so, are the various organizational and management strategies discussed or are they demonstrated to the newly employed, non-professionally trained teachers? Could the use of actual management tools be discussed? Or would the use of pictures, slides or a videotape do a better job? Could your teacher educators use this topic as a means of providing sound yet practical ways of improving laboratory instruction and activities?

Program Four. The teacher educators in Program Four need to ask a series of questions regarding each of the 19 identified topics of concern. For example, is the identification of hazardous conditions taught during your pre-service program of instruction? If not, how do your newly employed, non-professionally trained teachers keep their student injury rate down? If so, are the laboratories inspected on a regular basis by the supervisor and teacher? Could instruction in this area be improved through the development of a media program? Could a student inspection program improve student attitudes, interest or responsiveness within the programs?

Program Five. The teacher educators of Program Five need to ask a series of questions regarding each of the 29 identified topics of concern. For example, is safety taught in your pre-service program of instruction? If so, why do your newly employed, non-professionally trained teachers file so many accident reports? Could instruction in this area improve the attitude of students as well as provide an entree for your teacher educators to provide information on the use of different instructional strategies in the laboratory setting? The teacher educators in Program Five also need to ask a series of questions regarding their bi-weekly teacher educator visitations. For example, are your teacher educators positive, and do they provide practical ideas to the newly employed, non-professionally trained teachers? If so, do your teacher educators keep their appointments and spend a reasonable amount of time with each newly employed, non-professionally trained teacher? Is the negative attitude toward your teacher educators within a given school or is it throughout your geographic service area?

Program Six. The teacher educators in Program Six need to ask a series of questions regarding each of the 17 identified topics of concern. For example, are questioning techniques taught in your pre-service program of instruction? If so, are the techniques discussed and demonstrated? Do the newly employed, non-professionally trained teachers have an opportunity to develop their ability of asking questions to peer-students during their micro-teaching sessions? The teacher educators of Program Six also need to ask a series of

questions regarding their bi-weekly teacher educator visitations. For example, are your teacher educators positive? Do they help the newly employed, non-professionally trained teacher in developing new and in improving already learned instrucational strategies? Are the negative attitudes toward your teacher educators within a given school or are they throughout your geographic service area?

Local Supervisor. The local school supervisor needs to ask a series of questions regarding his newly employed, non-professionally trained teacher(s). For example, has the newly employed, non-professionally trained teacher been fully informed as to the responsibilities and obligations of a vocational teacher? Does this newly employed, non-professionally trained teacher have a copy of a previously developed course of study, a course outline, an occupational analysis, and a textbook for his course before he is sent to a four-week pre-service program of instruction? Has this newly employed, non-professionally trained teacher talked to your school's superintendent, director, to his co-teacher, another vocational teacher, a vocational student, and to you during the employment process? What are you doing to assist this newly employed, non-professionally trained teacher to overcome his weak classroom management and instructional skills?

CHAPTER THREE

Summary, Conclusions, and Recommendations

Summary. During July and August of 1978, 162 newly employed, non-professionally trained teachers participated in six different four-week pre-service programs of instruction. The pre-service programs of instruction were conducted on the campuses of Cleveland State University, The Ohio State University, the University of Cincinnati, and the University of Toledo.

On December 1, a needs analysis was sent to each of the 162 newly employed, non-professionally trained teachers; a teacher evaluation form was sent to each local school supervisor; and a teacher evaluation form was sent to each teacher educator. The responses indicated that 17 of the 162 newly employed, non-professionally trained teachers had left their teaching positions between the end of their pre-service program of instruction and the first of December.

Conclusions. The analysis and interpretation of the data, has led to eleven important conclusions.

1. The interview (employment) process of the newly employed, non-professionally trained teacher plays an important part as to whether or not this teacher maintains his teaching position during the entire school year.

2. The occupational analysis is not being used as fully as it could or as it should be used in an instructional systems design format.

3. The teaching of the basic classroom management competencies need to be reviewed by the teacher educators and state staff for inclusion in the pre-service program of instruction.

4. In light of what a newly employed, non-professionally trained teacher needs to learn, the current two-year in-service state certification program is too short.

5. The "greatest pleasure" of the newly employed, non-professionally trained vocational teacher, during the first three months of the school year, was that of watching their students develop new skills and knowledge.

6. The "greatest disappointment" of the newly employed, non-professionally trained vocational teacher, during the first three months of the school year, was the low attitude of the students and the lack of student interest and responsiveness.

7. The majority of the newly employed, non-professionally trained teachers felt that their local school supervisors had been helpful to them in the execution of their jobs.

8. The majority of the pre-service program of instruction had difficulty in presenting the following instructional strategies: a) utilizing behavior management and discipline techniques; b) utilizing problem solving techniques; and c) utilizing safety programs, equipment, and devices.

9. The following trends were identified:

   a. the successful, newly employed, non-professionally trained vocational teacher tended to have a higher previous year earnings than did the teacher who left the profession.

   b. the successful, newly employed, non-professionally trained vocational teacher tended to have a higher first year salary as a teacher than did the teacher who left the profession.

   c. the successful, newly employed, non-professionally trained vocational teacher tended not to hold a part-time job in addition to his teaching responsibilities during the school year as compared to the teacher who left the profession.

   d. the successful, newly employed, non-professionally trained vocational teacher tended to have a course outline, a textbook, and maybe a previously written course of study, an occupational analysis for his course before the four-week pre-service program of instruction as compared to the materials provided the teacher who left the profession.

   e. the successful, newly employed, non-professionally trained vocational teacher tended to have talked with his school's superintendent, director, supervisor, co-teacher, another teacher and a student during the employment process as compared to the teacher who left the profession.

   f. the successful, newly employed, non-professionally trained vocational teacher tended to teach seniors as compared to the teacher who left the profession.

   g. the successful, newly employed, non-professionally trained vocational teacher tended to leave industry due to the lack of job satisfaction or job challenge as compared to the teacher who left the profession.

   h. the successful, newly employed, non-professionally trained agricultural education teacher was significantly younger than his home economics education and trade and industrial education teacher counterparts.

   i. the successful, newly employed, non-professionally trained agricultural education teacher had significantly fewer years of occupational experience than did his home economics education and trade and industrial education teacher counterparts.

10. Program Five needs to re-evaluate its curriculum and instructional strategies utilized during its pre-service program of instruction.

11. Programs Five and Six need to re-evalute the curriculum and instructional strategies utilized during its bi-weekly teacher education visitations.

Recommendations. Based on the conclusions of this study, nine recommendations are suggested.

1. The State Division of Vocational Education needs to re-evaluate the current course of study format and investigate the potential for developing minimum courses of study for the newly employed, non-professionally trained teacher.

2. The State Division of Vocational Education needs to explore the potential of having the local advisory council validate the occupational analysis for each program area and make minimum performance standards for each of the identified tasks based on local industry standards as part of the PRIDE evaluation process.

3. The State Division of Vocational Education needs to update the rules and regulations for the non-professionally trained teacher to include instruction in utilizing behavior management techniques, teaching of reading, and the teaching of elementary arithmetic.

4. The State Division of Vocational Education needs to update the rules and regulations for the non-professionally trained teacher to extend the state certification program to three years.

5. The State Division of Vocational Education needs to update the rules and regulations for the certification of directors and supervisors to require courses on employee interviewing techniques and human relations.

6. The State Division of Vocational Education needs to assist the four universities, in this study, in developing media programs to introduce the utilization of behavior management and discipline techniques, the utilization of problem solving techniques, and utilizing safety programs, equipment, and devices for their pre-service programs of instruction.

7. The State Division of Vocational Education should continue collecting this data on all newly employed, non-professionally trained teachers attending all pre-service programs of instruction so as to provide a basis for the improvement of the total vocational teacher education program.

8. The teacher educators in Program Five should re-evaluate their pre-service program of instruction and their bi-weekly teacher educator visitation program.

9. The teacher educators in Program Six should re-evaluate their bi-weekly teacher educator visitation program.

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APPENDIX A

DATA COLLECTION INSTRUMENTS

I.D. Number _____

NEEDS ANALYSIS

I. Pre Service Program of Instruction

Directions: The following list of topics/tasks will require two responses from you. In Column 1, indicate whether you received instruction on the specific topic or not by circling either the "Yes (1)" or "No (2)" response. In Column 2, indicate the frequency which you have used or encountered this topic since the 4-week pre service program of instruction. Circle 1 if you have not used or encountered the topic, or circle 2, if you have used or encountered the topic once since the pre service program. Circle 3, if you have used or encountered them more than two or more times or circle 4, if you have used or encountered the topic on a weekly basis since the pre service program of instruction, Circle 5, if you have used or encountered the topic on a daily basis since the pre service program of instruction.

Example

NO.	TOPIC/TASK	Column 1: Covered in your Pre Service Program		Column 2: Frequency of Use/Encounter since the Pre Service Program of Instruction				
		YES	NO	NEVER	ONCE	A FEW TIMES	WEEKLY	DAILY
1	Lesson planning	(1)	2	1	2	3	4	(5)
2	The slow reader	1	(2)	1	2	3	(4)	5

The example indicates that the pre service program of instruction provided instruction on lesson planning but not the slow learner. In both cases the teacher used lesson planning on a daily basis and encountered difficulties with the slow reader at least once a week.

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II. Problems Encountered

The following list of common classroom problems will require two responses from you. In Column 1, indicate whether the problem was discussed in your pre service program of instruction or not by circling either the "Yes (1)" or "No (2)" response. In Column 2, indicate the frequency of occurence by circling 1 if you have not encountered it, or by circling 2 if you have encountered it once since your pre service program of instruction, 3 if you have encountered it two or more times, 4 if you have encountered it on a weekly basis and 5 if the problem is encountered on a daily basis.

		Column 1		Column 2				
NO.	TOPIC/TASK/ENCOUNTER	Covered in your Pre Service Program		Frequency of Use/Encounter since the Pre Service Program of Instruction				
		YES	NO	NEVER	ONCE	A FEW TIMES	WEEKLY	DAILY
41	Skipping classes	1	2	1	2	3	4	5
42	Absenteeism	1	2	1	2	3	4	5
43	Tardiness	1	2	1	2	3	4	5
44	Use of alcohol	1	2	1	2	3	4	5
45	Use of drugs	1	2	1	2	3	4	5
46	Use of tobacco	1	2	1	2	3	4	5
47	Sleeping	1	2	1	2	3	4	5
48	Use of bad language	1	2	1	2	3	4	5
49	The poor reader	1	2	1	2	3	4	5
50	Lack of math skills	1	2	1	2	3	4	5
51	Lack of writing skills	1	2	1	2	3	4	5
52	Medically related problems	1	2	1	2	3	4	5

NO.	TOPIC/TASK	Column 1 Covered in your Pre Service Program		Column 2 Frequency of Use/Encounter since the Pre Service Program of Instruction				
		YES	NO	NEVER	ONCE	A FEW TIMES	WEEKLY	DAILY
22	Utilize indivisualized instruction	1	2	1	2	3	4	5
23	Demonstrate skills	1	2	1	2	3	4	5
24	Utilize problem solving techniques	1	2	1	2	3	4	5
25	Employ behavior management techniques	1	2	1	2	3	4	5
26	Employ discipline techniques	1	2	1	2	3	4	5
27	Use inventory systems	1	2	1	2	3	4	5
28	Identify hazardous conditions	1	2	1	2	3	4	5
29	Utilize personnel organization charts	1	2	1	2	3	4	5
30	Utilize progress charts	1	2	1	2	3	4	5
31	Employ classroom record keeping techniques	1	2	1	2	3	4	5
32	Use filing systems	1	2	1	2	3	4	5
33	Employ tool/material control techniques	1	2	1	2	3	4	5
34	Employ classroom/laboratory safety programs	1	2	1	2	3	4	5
35	File accident reports	1	2	1	2	3	4	5
36	Use safety apparel and devices	1	2	1	2	3	4	5
37	Use eye protection	1	2	1	2	3	4	5
38	Consider teacher liability	1	2	1	2	3	4	5
39	Construct performance test	1	2	1	2	3	4	5
40	Promote the Ohio Vocational Association	1	2	1	2	3	4	5

Column 1 Column 2 I.D. Number

NO.	TOPIC/TASK	Covered in your Pre Service Program		Frequency of Use/Encounter since the Pre Service Program of Instruction				
		YES	NO	NEVER	ONCE	A FEW TIMES	WEEKLY	DAILY
1	Identify related class information	1	2	1	2	3	4	5
2	Identify laboratory information	1	2	1	2	3	4	5
3	Use an occupational analysis	1	2	1	2	3	4	5
4	Identify competencies to be taught	1	2	1	2	3	4	5
5	Identify audio-visual materials	1	2	1	2	3	4	5
6	Use audio-visual materials	1	2	1	2	3	4	5
7	Specify program goals	1	2	1	2	3	4	5
8	Specify objectives for each lesson	1	2	1	2	3	4	5
9	Develop test items for each objective	1	2	1	2	3	4	5
10	Prepare lesson plans	1	2	1	2	3	4	5
11	Teach safety information	1	2	1	2	3	4	5
12	Develop questions to be asked during each lesson	1	2	1	2	3	4	5
13	Prepare job sheet	1	2	1	2	3	4	5
14	Prepare information sheets	1	2	1	2	3	4	5
15	Prepare assignment sheets	1	2	1	2	3	4	5
16	Prepare operation sheets	1	2	1	2	3	4	5
17	Motivate students	1	2	1	2	3	4	5
18	Present lectures	1	2	1	2	3	4	5
19	Present illustrative talks	1	2	1	2	3	4	5
20	Utilize questionning techniques	1	2	1	2	3	4	5
21	Utilize small group instruction	1	2	1	2	3	4	5

III. Open-Ended Questions

The following list of questions will allow you to express yourself regarding your experiences as a newly employed vocational teacher.

53. What has given you the most pleasure as a vocational teacher?

54. What has been your greatest disappointment as a vocational teacher?

55. How could the four-week pre service program of instruction be improved?

56. How could the bi-weekly teacher educator visitations be improved?

57. How helpful has your local supervisor been in assisting you with your job?

58. If you had it to do over again, would you become a vocational teacher? Why?

Thank you for your assistance in this research project. Your time and insights will be most useful to us in improving and strengthening this teacher education program.

TEACHER EDUCATOR EVALUATION

Teacher _____ I.D. No. _____

The above named teacher is participating in a "characteristics and needs profile study" of the newly employed vocational teachers in the State of Ohio. To assist us in gaining a better picture of these unique individuals, your assistance is requested. All information will be held in the strictest confidence and reported only as population or service area characteristics. No individual or local school will be identified.

I. Performance Evaluation
Please circle the most appropriate number.

	Low	Poor	Average	Excellent	Superior
1. Rank this teacher's performance during the pre service program of instruction.	1	2	3	4	5
2. Based on your visitations, rank this teacher's performance in the classroom.	1	2	3	4	5
3. Based on your visitations, rank this teacher's performance in the shop/ laboratory.	1	2	3	4	5

II. Open-Ended Questions
Please write a short concise statement for each item.

4. What is/are the strength(s) of this teacher? Please specify.

5. What is/are the weakness(es) of this teacher? Please specify.

6. Other comments:

a. If terminated please indicate reason(s) for separation and approximate date.

b.

c.

LOCAL SUPERVISOR EVALUATION

Teacher _____ I.D. No. _____

The above named teacher is participating in a "characteristics and needs profile study" of the newly employed vocational teachers in the State of Ohio. To assist us in gaining a better picture of these unique individuals, your assistance is requested. All information will be held in strictest confidence and reported only as population or service area characteristics. No individual or local school will be identified.

I. Performance Evaluation
Please circle the most appropriate number.

	Low	Poor	Average	Excellent	Superior
1. Based on your visitations, rank this teacher's performance in the classroom.	1	2	3	4	5
2. Based on your visitations, rank this teacher's performance in the shop/ laboratory.	1	2	3	4	5

II. Open-Ended Questions
Please write short, concise statements for each item.

3. What is/are the strength(s) of this teacher? Please specify.

4. What is/are the weakness(es) of this teacher? Please specify.

5. Other comments:

a. If terminated, please indicate reason(s) for separation.

b.

c.

APPENDIX B

FOLLOW-UP POST CARD

Dr. James E. Sage
The Ohio State University
Faculty for Vocational-
Technical Education
29 W. Woodruff Ave, Rm. 160
Columbus, Ohio 43210

1260-657095-361

Dear Teacher:

Approximately ten days ago you received a needs analysis based on your first few weeks of teaching. In order for us to meet your needs and the needs of future teachers your input is needed. Please take a few minutes to complete and return the questionnaire. If you do not have the time to fill it out please return your copy. Thank you for your time and assistance.

Sincerely,

James E. Sage
Project Co-director

APPENDIX C

DEMOGRAPHIC PROFILE OF TEACHERS

TABLE 1

SELECTED DEMOGRAPHIC VARIABLES OF THE 1978-79 VOCATIONAL TEACHERS, WHO TERMINATED ON OR BEFORE DECEMBER 1978 AND THOSE WHO WERE STILL TEACHING

		TERMINATED (N=17)					CONTINUING (N=145)				
Number	Variable	MEAN	MEDIAN	MODE	STANDARD ERROR	RANGE	MEAN	MEDIAN	MODE	STANDARD ERROR	RANGE
1	Age	35.412	34.0	26.0	2.849	42.0	38.297	36.667	27.00	.867	44.0
2	Yrs. Occ. Exper.	12.647	10.0	6.0	2.310	33.0	14.800	12.571	7.0	.786	42.0
3	Yrs. Post H.S. Ed.	.5417	.80	0.0	.18	21.0	4.353	.419	0.0	.606	40.0
4	Yrs. Prev. Teach.	.706	.208	0.0	.318	4.0	1.702	.377	0.0	.277	27.0
5	No. Full Time Jobs	2.118	2.0	2.0	.296	5.0	3.35	2.78	3.0	.264	25.0
6	No. Residence Chan.	1.235	.444	0.0	.489	7.0	1.372	.442	0.0	.249	30.0

TABLE 2

Nineteen Selected Categorical Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Employed

Item Number	Variable	Terminated (N=17)		Continuing (N=145)	
		Frequency	Relative Percent	Frequency	Relative Percent
1	Type of student taught				
	Youth	15	88.3	129	89.0
	Adults	2	11.8	16	11.0
2	Grade level of students taught				
	Grades 7-9	1	5.9	1	.7
	Grade 10	0	0	2	1.4
	Grade 11	7	41.2	45	31.0
	Grade 12	6	35.3	19	54.0
	Non-Graded	2	11.8	17	11.7
	Unknown	1	5.9	1	.7
3	Type of program				
	Adult	0	0	15	10.3
	Incarcerated	1	5.9	3	2.1
	Secondary	15	88.2	127	88.6
	Unknown	1	5.9	0	0

TABLE 2 (con't)

Nineteen Selected Categorical Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Employed

Item Number	Variable	Terminated (N=17)		Continuing (N=145)	
		Frequency	Relative Percent	Frequency	Relative Percent
4	Reason for leaving business/industry				
	Too many work hours	1	5.9	8	5.5
	Too few work hours	0	0	1	.7
	Amount of travel required	1	5.9	5	3.4
	Amount of job pressure	0	0	2	1.4
	Laid off	2	11.8	5	3.4
	Health	0	0	4	2.8
	Lack of job advancement	5	29.4	16	11.0
	Lack of job success	0	0	1	.7
	Lack of job satisfaction	4	23.5	27	18.6
	Lack of job challenge	1	5.9	28	19.3
	Other	1	5.9	48	33.2
5	Previous Years Earnings				
	Under $5,000.00	1	5.9	5	3.4
	$5,000.00 - 8,000.00	0	0	15	10.3
	$8,001.00 - 11,000.00	5	29.4	23	15.9

TABLE 2 (con't)

Nineteen Selected Categorical Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Employed

Item Number	Variable	Terminated (N=17)		Continuing (N=145)	
		Frequency	Relative Percent	Frequency	Relative Percent
5	Previous Years Earnings (con't)				
	$11,001 - 14,000.00	5	29.4	38	26.2
	$14,001 - 18,000.00	2	11.8	36	24.8
	$18,001 - 22,000.00	1	5.9	17	11.7
	$22,001 - 25,000.00	1	5.9	5	3.4
	$25,001 - 30,000.00	0	0	5	3.4
	$30,000 Plus	0	0	1	.7
	Not disclosed	2	11.8	0	0
6	What influenced you to become a vocational teacher?				
	Money	0	0	4	2.8
	Hours	2	11.8	14	9.7
	Amount of vacation time	1	5.9	6	4.1
	Health	0	0	3	2.1
	Family	2	11.8	18	12.4
	Challenge	6	35.3	68	46.9
	Working with youth and adults	4	23.5	30	20.7
	Other	2	11.8	2	1.4

TABLE 2 (con't)

Nineteen Selected Categorical Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Employed

tem Number	Variable	Terminated (N=17)		Continuing (N=145)	
		Frequency	Relative Percent	Frequency	Relative Percent
7	Will you maintain part-time employment?				
	Yes	10	58.8	58	40
	No	7	41.2	87	60
8	Starting salary as a teacher				
	Under $9,000.00	0	0	5	3.5
	$9,001 - 10,500.00	4	23.5	23	15.9
	$10,501 - 12,000.00	4	23.5	37	25.5
	$12,001 - 13,500.00	4	23.5	47	32.4
	$13,501 - 15,000.00	2	11.8	23	15.9
	$15,001 - Over	0	0	8	5.5
	Contact not signed/unknown	3	17.6	2	1.4
9	Did you see your laboratory?				
	Yes	13	76.5	138	95.2
	No	4	23.5	7	4.8

TABLE 2 (con't)

Nineteen Selected Categorical Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Employed

Item Number	Variable	Terminated (N=17)		Continuing (N=145)	
		Frequency	Relative Percent	Frequency	Relative Percent
10	Talk with superintendents?				
	Yes	9	52.9	106	73.1
	No	6	35.3	31	21.4
	Not applicable	2	11.8	8	5.5
11	Talk with director?				
	Yes	2	11.8	125	86.2
	No	10	58.8	10	6.9
	Not applicable	5	29.4	10	6.9
12	Talk with supervisor?				
	Yes	10	58.8	120	82.8
	No	5	29.4	16	11.0
	Not applicable	2	11.8	9	6.2

TABLE 2 (con't)

Nineteen Selected Categorical Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Employed

Item Number	Variable	Terminated (N=17)		Continuing (N=145)	
		Frequency	Relative Percent	Frequency	Relative Percent
13	Talk with co-teacher?				
	Yes	7	41.2	96	66.2
	No	5	29.4	20	13.8
	Not applicable	5	29.4	29	20.0
14	Talked with another teacher?				
	Yes	10	58.8	127	87.6
	No	4	23.5	13	9.0
	Not applicable	3	17.6	5	3.4
15	Talked with a student?				
	Yes	7	41.2	97	66.9
	No	10	58.8	48	33.1

TABLE 2 (con't)

Nineteen Selected Categorical Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Employed

Item Number	Variable	Terminated (N=17)		Continuing (N=145)	
		Frequency	Relative Percent	Frequency	Relative Percent
16	Do you have a textbook?				
	Yes	11	64.7	110	75.9
	No	6	35.3	35	24.1
17	Do you have an occupational analysis?				
	Yes	4	23.5	56	38.6
	No	13	76.5	89	61.4
18	Do you have a course outline?				
	Yes	6	35.3	79	54.5
	No	11	64.7	66	45.5
19	Do you have a course of study?				
	Yes	2	11.8	68	46.9
	No	15	88.3	77	53.1

APPENDIX D

1. Personality and Self Concept Scores

2. Indicators of a successful teacher

Table 3 (con't)

Self Concept[1] and Personality Schedule[2] Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Teaching

Number	Variable Name	Terminated Teachers (N=17)					Continuing Teachers (N=144)				
		Mean	Median	Mode	Range	Standard Error	Mean	Median	Mode	Range	Standard Error
22	DST 1	19.176	17.8	18.0	35.0	2.173	22.174	21.929	19.0	46.0	.855
23	Defensive Positive Self	58.765	60.0	52.0	47.0	2.335	60.021	60.045	60.0	41.0	.703
24	General Maladjustment	99.353	100.250	92.0	25.0	1.667	101.250	101.722	107.0	36.0	.618
25	Psychosis	47.647	48.0	48.0	24.0	1.747	48.701	48.333	47.0	33.0	.508
26	Personality Disorder	76.118	75.0	66.0	32.0	2.393	77.799	77.8	78.0	48.0	.775
27	Neurosis	88.941	86.667	87.0	32.0	1.771	86.410	86.1	83.0	40.0	.688
28	Personality Integration	11.647	12.0	7.0	14.0	1.032	11.111	11.423	12.0	21.0	.355
29	Number of Deviant Signs	6.941	5.0	3.0	18.0	1.265	10.569	6.833	5.0	67.0	.935
		[2]Edwards Personal Preference Schedule									
30	Achievement	15.706	15.0	12.0	16.0	.973	15.611	15.7	15.0	21.0	.333
31	Deference	12.412	11.80	12.0	11.0	.753	12.361	12.5	14.0	19.0	.319
32	Order	13.824	14.0	8.0	19.0	1.461	13.090	13.136	12.0	21.0	.398
33	Exhibition	12.118	13.0	14.0	17.0	1.036	11.493	11.5	10.0	22.0	.426
34	Autonomy	9.0	9.667	6.0	13.0	.818	10.257	10.125	8.0	21.0	.392
35	Affiliation	13.412	14.813	15.0	16.0	.974	13.444	13.324	13.0	21.0	.341
36	Intraception	14.0	15.0	9.0	15.0	1.240	15.451	15.318	12.0	24.0	.446
37	Succorance	9.471	9.75	13.0	21.0	1.420	8.632	8.688	12.0	19.0	.359
38	Dominance	11.882	12.0	10.0	18.0	1.236	14.535	15.1	18.0	28.0	.503
39	Abasement	13.176	13.990	1.0	21.0	1.568	12.049	12.167	12.0	25.0	.446
40	Nurturance	15.294	15.250	21.0	22.0	1.647	13.785	13.853	14.0	25.0	.398
41	Change	13.941	13.333	13.0	21.0	1.571	15.167	15.346	14.0	24.0	.383
42	Endurance	14.882	15.0	8.0	20.0	1.572	16.264	16.125	14.0	27.0	.421
43	Heterosex	11.059	7.333	7.0	28.0	2.189	12.438	12.10	11.0	28.0	.665
44	Aggression	7.353	8.667	9.0	14.0	1.091	9.319	9.5	9.0	20.0	.434
45	CON	9.0	8.0	7.0	9.0	.776	9.972	10.543	12.0	15.0	.249

Table 3

Self Concept[1] and Personality Schedule[2] Variables of the 1978-79 Vocational Teachers Who Terminated On Or Before December, 1978 and Those Who Were Still Teaching

Number	Variable Name	Terminated Teachers (N=17)					Continuing Teachers (N=144)				
		Mean	Median	Mode	Range	Standard Error	Mean	Median	Mode	Range	Standard Error
		[1]Tennessee Self Concept Scale									
1	Self Criticism	34.235	33.667	34.0	23.0	1.542	34.056	33.722	32.0	30.0	.461
2	T - F	1.102	1.127	1.130	.90	.061	1.110	1.035	1.0	3.52	.029
3	NET C	-2.412	0.0	7.0	35.0	2.580	-3.563	-6.0	-9.0	96.0	1.156
4	Total C	28.529	26.250	25.0	28.0	1.811	30.410	29.75	28.0	50.0	.798
5	Total Self Description	354.765	354.0	332.0	98.0	6.447	359.368	359.500	351.0	123.0	2.168
6	Identity	130.882	132.0	130.0	29.0	1.875	131.167	132.125	130.0	36.0	.694
7	Self Satisfaction	106.529	106.0	99.0	51.0	3.313	110.576	111.250	116.0	62.0	1.053
8	Behavior	117.353	118.0	121.0	45.0	2.592	117.625	116.214	112.0	52.0	.852
9	Physical Self	71.824	72.0	67.0	31.0	1.867	71.771	72.643	74.0	39.0	.661
10	Moral-Ethical Self	70.294	71.0	59.0	27.0	1.825	74.0	74.357	72.0	34.0	.595
11	Personal Self	68.647	68.250	71.0	23.0	1.320	69.403	69.5	69.0	31.0	.494
12	Family Self	74.412	73.0	73.0	18.0	1.388	73.194	73.071	73.0	32.0	.556
13	Social Self	69.588	67.0	65.0	20.0	1.507	71.0	70.625	70.0	34.0	.584
14	V Total	45.647	41.0	33.0	42.0	3.102	45.681	45.833	37.0	55.0	1.057
15	V Col	29.647	27.0	18.0	33.0	2.402	28.007	28.357	29.0	41.0	.746
16	V Row	16.0	15.250	11.0	23.0	1.350	17.674	17.375	14.0	28.0	.455
17	DST	119.941	116.0	88.0	76.0	5.454	123.549	122.0	109.0	127.0	2.242
18	DST 5	15.294	12.750	10.0	40.0	2.561	17.167	14.7	11.0	55.0	1.0
19	DST 4	30.294	31.750	32.0	42.0	2.698	27.688	28.3	28.0	55.0	.849
20	DST 3	14.529	14.250	10.0	25.0	1.498	15.792	15.3	9.0	46.0	.754
21	DST 2	20.706	21.333	21.0	30.0	1.829	17.181	17.125	22.0	42.0	.768

Potential Indicators of the Successful Newly Employed, Non-Professionally Trained Vocational Teacher

1. Tennessee Self Concept Scale

   a. T - F
   b. Net Conflict
   c. Behavior
   d. Moral-Ethical Self
   e. Distribution Score 3
   f. Defensive Positive Self

2. Edwards Personal Preference Schedule

   a. Achievment
   b. Exhibition
   c. Autonomy
   d. Intraception
   e. Succorance
   f. Dominance
   g. Nurturance
   h. Aggression

APPENDIX E

Topics covered and their Frequency of use or encounter

Figure 1

A Comparison Between Respondents' Perceptions of Whether a Topic Was in the Preservice Programs of Instruction and Their Frequency of Use/Encounter During Their First Three Months of Teaching by Program

No.	Topic/encounter	Topic Taught: No / Yes — Percent (100 75 50 25 0 25 50 75 100)	Frequency of Use/Encounter * (PERCENTAGES) 1	2	3	4	5
		Program 1 (N=10)					
1	ID Related Class Information	(0)			30		70
2	ID Laboratory Information	(0)				30	70
3	Use An Occupational Analysis	(25)	30	10	50		10
4	ID Competencies To Be Taught	(10)			10	50	40
5	ID AV Materials	(0)			40	50	10
6	Use AV Materials	(0)			20	60	20
7	Specify Program Goals	(0)		10	60	30	10
8	Specify Lesson Objectives	(0)	10		10	10	70
9	Develop Test Items for Each Objective	(10)			20	50	30
10	Prepare Lesson Plans	(0)				20	80
11	Teach Safety Information	(10)			10	50	40
12	Develop Questions To Be Asked	(20)			20	20	60
13	Prepare Job Sheets	(50)	10	10	30	30	20
14	Prepare Information Sheets	(30)			40	30	10
15	Prepare Assignment Sheets	(40)		10	50	30	10
16	Prepare Operation Sheets	(40)	20	10	40	20	10
17	Motivate Students	(0)			10	10	80
18	Present Lectures	(10)			10	50	40
19	Present Illustrative Talks	(0)				60	40
20	Utilize Questioning Techniques	(10)				10	90
21	Utilize Small Group Instruction	(0)			60	20	20
22	Utilize Individualized Instruction	(25)			40	10	50
23	Demonstrate Skills	(0)			10	40	50
24	Utilize Problem Solving Techniques	(10)	10	20	20	10	40
25	Utilize Behavior Management Technique	(30)			40	20	40
26	Utilize Discipline Technique	(20)			20	20	60
27	Inventory Systems	(60)			60	30	10
28	ID Hazardous Conditions	(30)			50	20	30
29	Personnel Organization Charts	(20)	10	10	40	30	10
30	Progress Charts	(30)	30		30	40	
31	Classroom Record Keeping	(50)	10			40	50
32	Filing Systems	(20)	20		50		30
33	Tool Material Control Techniques	(50)			10	40	50
34	Classroom/Laboratory Safety Program	(0)			20	30	50
35	Accident Reports	(20)	40		40		20
36	Safety Apparel and Devices	(30)	20		30	10	50
37	Eye Protection	(40)			30	10	60
38	Teacher Liability	(0)	80	20			
39	Performance Test Construction	(10)	10	10	50	30	
40	Ohio Vocational Association	(0)	20	40	30		
41	Student Skipping Classes	(40)	20		50	30	
42	Student Absenteeism	(40)	10	10	30	30	20
43	Student Tardiness	(40)	10	10	40	20	20
44	Student Use of Alcohol	(40)	40	20	40		
45	Student Use of Drugs	(40)	40	10	30	20	
46	Student Use of Tobacco	(30)	20	10	50	20	
47	Student Sleeping in Class	(20)	20	20	40	20	
48	Student Use of Bad Language	(20)	10		60	10	20
49	The Poor Reader	(40)	10	20	40	30	
50	Lack Math Skills	(50)	10	10	50	30	
51	Lack of Writing Skills	(40)	10	10	40	30	10
52	Medically Related Problems	(40)	30	30	20	10	10

* 1. NEVER 2. ONCE 3. A FEW TIMES 4. WEEKLY 5. DAILY

Figure 1 (con't)

3 A Comparison Between Respondents' Perceptions of Whether a Topic Was in the Preservice Programs of Instruction and Their Frequency of Use/Encounter During Their First Three Months of Teaching by Program

No.	Topic/encounter	Topic Taught: No	Topic Taught: Yes	Frequency of Use/Encounter* (PERCENTAGES)				
		Percent 100 75 50 25 0	25 50 75 100	1	2	3	4	5
				Program 2 (N=6)				
1	ID Related Class Information		(6)	17		17		67
2	ID Laboratory Information		(6)	17		17		67
3	Use An Occupational Analysis		(6)	33		17	33	17
4	ID Competencies To Be Taught		(6)	17		17	17	67
5	ID AV Materials		(6)			17	50	3
6	Use AV Materials		(6)				67	3
7	Specify Program Goals		(6)		17	33	50	17
8	Specify Lesson Objectives		(6)				17	83
9	Develop Test Items For Each Objective		(6)			17	50	3
10	Prepare Lesson Plans		(6)				17	83
11	Teach Safety Information		(6)			17	67	17
12	Develop Questions To Be Asked		(6)			17		83
13	Prepare Job Sheets		(6)	17		17	67	
14	Prepare Information Sheets		(6)	17		17	67	
15	Prepare Assignment Sheets		(6)			17	67	17
16	Prepare Operation Sheets		(17)	50		17	33	
17	Motivate Students		(6)			17	83	
18	Present Lectures		(6)		17	17	17	50
19	Present Illustrative Talks		(6)			17	67	17
20	Utilize Questioning Techniques	(33)				17	17	67
21	Utilize Small Group Instruction		(6)			33	33	33
22	Utilize Individualized Instruction	(33)				33		67
23	Demonstrate Skills		(7)			17	67	17
24	Utilize Problem Solving Techniques	(33)		33		33	17	17
25	Utilize Behavior Management Techniques		(6)			33	50	17
26	Utilize Discipline Techniques		(6)			33	33	33
27	Inventory Systems	(67)		17	33	33		17
28	ID Hazardous Conditions	(33)				50	50	
29	Personnel Organization Charts		(17)	33		17	50	
30	Progress Charts		(6)	50			50	
31	Classroom Record Keeping	(33)		17		17	17	50
32	Filing Systems		(17)	17		33	17	33
33	Tool/Material Control Techniques		(17)	67			33	
34	Classroom/Laboratory Safety Program	(50)		33			67	
35	Accident Reports		(17)	83		17		
36	Safety Apparel and Devices	(67)		50		17	17	17
37	Eye Protection		(17)	67	17			17
38	Teacher Liability	(67)		83	17			
39	Performance Test Construction	(33)		33	17	50		
40	Ohio Vocational Association		(6)		23	67		
41	Student Skipping Classes	(50)		50	17			33
42	Student Absenteeism	(33)		33		33		33
43	Student Tardiness	(33)		50		17	17	33
44	Student Use of Alcohol	(33)		33	17	17	17	17
45	Student Use of Drugs	(33)		33	17	17	17	17
46	Student Use of Tobacco		(17)	50		17	17	17
47	Student Sleeping in Class	(33)		50		50		
48	Student Use of Bad Language		(17)	33		17	17	33
49	The Poor Reader		(17)	17	17	17	17	33
50	Lack Math Skills	(33)			33	33		33
51	Lack of Writing Skills		(17)	50	17	17		17
52	Medically Related Problems		(6)	67		17		

* 1. [illegible] 2. [illegible] 3. [illegible] 4. WEEKLY 5. [illegible]

Figure 1 (cont'd)

A Comparison Between Respondents' Perceptions of Whether a Topic Was in the Preservice Programs of Instruction and Their Frequency of Use/Encounter During Their First Three Months of Teaching by Program

No.	Topic/encounter	Topic Taught: No (Percent 100 75 50 25 0)	Topic Taught: Yes (Percent 25 50 75 100)	Frequency of Use/Encounter * (PERCENTAGES) 1	2	3	4	5
				Program 3 (N=31)				
1	ID Related Class Information		(29)			23	23	71
2	ID Laboratory Information		(29)	3		13	26	61
3	Use An Occupational Analysis		(26)	10	6	45	19	13
4	ID Competencies To Be Taught		(26)			40	52	32
5	ID AV Materials		(29)		3	26	29	32
6	Use AV Materials		(29)		3	26	45	26
7	Specify Program Goals		(29)		6	19	42	29
8	Specify Lesson Objectives		(29)				23	77
9	Develop Test Items For Each Objective		(29)	3		10	15	42
10	Prepare Lesson Plans		(29)			13	13	74
11	Teach Safety Information		(29)			6	35	58
12	Develop Questions To Be Asked		(29)			3	10	87
13	Prepare Job Sheets		(29)	16	3	35	35	10
14	Prepare Information Sheets		(29)	6	3	35	35	19
15	Prepare Assignment Sheets		(26)	10		32	32	19
16	Prepare Operation Sheets		(29)	19		39	26	13
17	Motivate Students		(26)			6	10	84
18	Present Lectures		(25)	10		23	16	48
19	Present Illustrative Talks		(23)			26	39	35
20	Utilize Questioning Techniques		(29)			3	10	87
21	Utilize Small Group Instruction		(27)			32	19	42
22	Utilize Individualized Instruction		(26)			16	23	61
23	Demonstrate Skills		(29)			13	23	65
24	Utilize Problem Solving Techniques		(23)			19	19	61
25	Utilize Behavior Management Techniques		(16)	3		35	19	42
26	Utilize Discipline Techniques		(16)	6		26	16	52
27	Inventory Systems		(26)	16	32	23	19	10
28	ID Hazardous Conditions		(27)	6		39	13	42
29	Personnel Organization Charts		(26)	29	13	13	26	16
30	Progress Charts		(27)	26	13	16	42	
31	Classroom Record Keeping		(16)	6	3	6	13	68
32	Filing Systems	(31)		10	3	29	19	39
33	Tool Material Control Techniques		(16)	10	3	13	19	50
34	Classroom/Laboratory Safety Programs		(29)	3		3	29	65
35	Accident Reports	(24)		45	29	23	3	
36	Safety Apparel and Devices		(23)	6		19	13	58
37	Eye Protection		(26)	13		6	6	74
38	Teacher Liability		(29)	48	45			
39	Performance Test Construction		(29)	3	6	16	52	
40	Ohio Vocational Association		(29)	29	32	19		
41	Student Skipping Classes	(29)		42	10	35	6	3
42	Student Absenteeism	(32)		13	3	35	29	19
43	Student Tardiness	(32)		19	3	39	23	13
44	Student Use of Alcohol	(28)		68	10	6	10	3
45	Student Use of Drugs	(29)		52	6	13	19	6
46	Student Use of Tobacco	(29)		29	6	19	19	23
47	Student Sleeping in Class	(24)		19	10	45	13	10
48	Student Use of Bad Language	(32)		16		42	10	26
49	The Poor Reader	(29)		16	3	29	10	39
50	Lack Math Skills	(29)		16		39	16	26
51	Lack of Writing Skills	(29)		16	3	35	16	26
52	Medically Related	(29)		29	13	39	10	10

* 1. NEVER 2. ONCE 3. A FEW TIMES 4. WEEKLY 5. DAILY

Figure 1 (con't)

A Comparison Between Respondents' Perceptions of Whether a Topic Was in the Preservice Programs of Instruction and Their Frequency of Use/Encounter During Their First Three Months of Teaching by Program

No.	Topic/encounter	Topic Taught: NO / YES — Percent (100 75 50 25 0 25 50 75 100)	Frequency of Use/Encounter * (PERCENTAGES) 1	2	3	4	5
			Program 4 (N=23)				
1	ID Related Class Information		4	4	4	35	48
2	ID Laboratory Information		17		13	9	57
3	Use An Occupational Analysis		43		22	19	13
4	ID Competencies To Be Taught		17		26	22	17
5	ID AV Materials		4		39	35	9
6	Use AV Materials		4	4	22	52	13
7	Specify Program Goals		4		30	39	22
8	Specify Lesson Objectives				4	43	52
9	Develop Test Items for Each Objective				9	65	22
10	Prepare Lesson Plans				4	35	61
11	Teach Safety Information			4	9	30	32
12	Develop Questions To Be Asked				13	2[illegible]	57
13	Prepare Job Sheets		13	13	30	2[illegible]	17
14	Prepare Information Sheets			4	26	52	13
15	Prepare Assignment Sheets		9	4	2[illegible]	48	13
16	Prepare Operation Sheets		26	9	26	22	4
17	Motivate Students				4	13	78
18	Present Lectures			4	13	30	43
19	Present Illustrative Talks		4	4	30	26	22
20	Utilize Questioning Techniques			4	9	26	57
21	Utilize Small Group Instruction				30	39	26
22	Utilize Individualized Instruction			4	26	30	35
23	Demonstrate Skills			4	9	48	35
24	Utilize Problem Solving Techniques		4		22	30	30
25	Utilize Behavior Management Techniques			4	2[illegible]	13	52
26	Utilize Discipline Techniques		4	4	26	13	43
27	Inventory Systems		17	4	26	17	17
28	ID Hazardous Conditions		4	4	13	35	35
29	Personnel Organization Charts		9	13	32	22	26
30	Progress Charts		17	17	9	48	
31	Classroom Record Keeping			9	13	13	61
32	Filing Systems		9	4	22	9	35
33	Tool Material Control Techniques		9		9	13	52
34	Classroom/Laboratory Safety Program		4		9	13	61
35	Accident Reports		48	13	13	9	
36	Safety Apparel and Devices		4		17	13	57
37	Eye Protection		9	4	17		65
38	Teacher Liability		91	9			
39	Performance Test Construction		9	9	35	32	9
40	Ohio Vocational Association		74	13	13		
41	Student Skipping Classes		22	4	52	4	4
42	Student Absenteeism		9		43	13	26
43	Student Tardiness		4		48	2	22
44	Student Use of Alcohol		52	4	30	9	
45	Student Use of Drugs		52		26	4	9
46	Student Use of Tobacco		26	9	39	4	13
47	Student Sleeping in Class		13	4	52	13	4
48	Student Use of Bad Language		4		57	4	22
49	The Poor Reader		9	13	39	4	22
50	Lack Math Skills		8	4	25	13	26
51	Lack of Writing Skills		17	4	25	13	17
52	Medically Related Problems		26	9	30	13	

* 1. NEVER 2. ONCE 3. A FEW TIMES 4. WEEKLY 5. DAILY

Figure 1 (con't)

A Comparison Between Respondents' Perceptions of Whether a Topic Was in the Preservice Programs of Instruction and Their Frequency of Use/Encounter During Their First Three Months of Teaching by Program

No.	Topic/encounter	Topic Taught: NO / YES (Percent 100 75 50 25 0 25 50 75 100)	Frequency of Use/Encounter * (PERCENTAGES) 1	2	3	4	5
			Program 5 (N=29)				
1	ID Related Class Information	(1)	7		3	28	55
2	ID Laboratory Information	(3)	7		3	24	59
3	Use An Occupational Analysis	(17)	28	3	38	7	10
4	ID Competencies To Be Taught	(14)	21		21	28	14
5	ID AV Materials	(0)	10	3	45	21	10
6	Use AV Materials	(1)	10	3	41	24	17
7	Specify Program Goals	(4)	3		38	31	17
8	Specify Lesson Objectives	(3)	7	3	14	28	48
9	Develop Test Items for Each Objective	(25)	3		10	59	17
10	Prepare Lesson Plans	(0)	3	3	7	34	52
11	Teach Safety Information	(11)	3	7	24	21	38
12	Develop Questions To Be Asked	(17)	3		28	14	45
13	Prepare Job Sheets	(3)	14	3	21	28	24
14	Prepare Information Sheets	(0)	17	3	31	24	17
15	Prepare Assignment Sheets	(0)	14	3	34	21	21
16	Prepare Operation Sheets	(0)	17	2	31	24	14
17	Motivate Students	(18)	3		3	17	66
18	Present Lectures	(21)	3		28	28	38
19	Present Illustrative Talks	(21)	3	3	34	28	24
20	Utilize Questioning Techniques	(11)	7		17	10	62
21	Utilize Small Group Instruction	(7)	3		38	21	34
22	Utilize Individualized Instruction	(21)	3	3	28	21	41
23	Demonstrate Skills	(3)	3		7	31	55
24	Utilize Problem Solving Techniques	(21)	14		24	17	34
25	Utilize Behavior Management Techniques	(21)	7		24	14	48
26	Utilize Discipline Techniques	(14)	7	3	24	3	55
27	Inventory Systems	(41)	17	10	24	21	19
28	ID Hazardous Conditions	(11)	16	3	7	17	52
29	Personnel Organization Charts	(24)	24	3	17	24	21
30	Progress Charts	(0)	14	34	21	28	
31	Classroom Record Keeping	(38)	7		3	3	79
32	Filing Systems	(51)	7		10	14	55
33	Tool Material Control Techniques	(21)	10		14	14	55
34	Classroom/Laboratory Safety Program	(0)	7	7	17	18	38
35	Accident Reports	(52)	52	17	10		28
36	Safety Apparel and Devices	(7)	17	3	7	14	59
37	Eye Protection	(7)	28		7	7	59
38	Teacher Liability	(10)	52				10
39	Performance Test Construction	(25)	10		28	34	14
40	Ohio Vocational Association	(3)	62	28	10		
41	Student Skipping Classes	(59)	41	17	17	14	7
42	Student Absenteeism	(21)	10	3	17	17	45
43	Student Tardiness	(31)	7	3	41	3	41
44	Student Use of Alcohol	(31)	55	17	17	7	
45	Student Use of Drugs	(45)	59	7	17	7	7
46	Student Use of Tobacco	(31)	33	17	21	7	14
47	Student Sleeping in Class	(17)	14	17	48	14	3
48	Student Use of Bad Language	(10)	14	10	38	17	17
49	The Poor Reader	(36)	14	14	21	10	31
50	Lack Math Skills	(11)	10	3	24	24	3
51	Lack of Writing Skills	(45)	10	3	28	21	28
52	Medically Related Problems	(31)	38	10	34	3	7

* 1. NEVER 2. ONCE 3. A FEW TIMES 4. WEEKLY 5. DAILY

Figure 1 (con't)

A Comparison Between Respondents' Perceptions of Whether a Topic Was in the Preservice Program of Instruction and Their Frequency of Use/Encounter During Their First Three Months of Teaching by Program

No.	Topic/encounter	Topic Taught: NO (Percent 100 75 50 25 0)	Topic Taught: YES (Percent 0 25 50 75 100)	Frequency of Use/Encounter* (PERCENTAGES) 1	2	3	4	5
			Program 6 (N=6)					
1	ID Related Class Information		(0)				17	83
2	ID Laboratory Information		(0)			33		67
3	Use An Occupational Analysis	(66)		33		67		
4	ID Competencies To Be Taught		(0)	17		33		50
5	ID AV Materials		(0)		17	17	17	33
6	Use AV Materials		(0)		23	17	17	33
7	Specify Program Goals		(17)		17	50	17	17
8	Specify Lesson Objectives			17				83
9	Develop Test Items For Each Objective		(17)					83
10	Prepare Lesson Plans		(0)	17	17			67
11	Teach Safety Information		(0)		17	33	33	17
12	Develop Questions To Be Asked		(0)		17	17	17	50
13	Prepare Job Sheets		(0)		17	50	17	
14	Prepare Information Sheets		(17)	17	17	67		
15	Prepare Assignment Sheets		(17)	17	17	50	17	
16	Prepare Operation Sheets		(0)			67	17	
17	Motivate Students		(0)		17	17	50	
18	Present Lectures		(0)	17		17		67
19	Present Illustrative Talks	(33)			17	50		
20	Utilize Questioning Techniques		(0)		17	33		50
21	Utilize Small Group Instruction		(0)	17		33	17	17
22	Utilize Individualized Instruction		(17)		17	50		33
23	Demonstrate Skills		(0)				33	67
24	Utilize Problem Solving Techniques		(17)			67	17	17
25	Utilize Behavior Management Techniques		(0)		17	33	17	33
26	Utilize Discipline Techniques		(0)		17	17		67
27	Inventory Systems		(0)		50	17	33	
28	ID Hazardous Conditions		(0)	67	33			
29	Personnel Organization Charts		(17)		50	17		33
30	Progress Charts		(0)		67		33	
31	Classroom Record Keeping		(0)				17	83
32	Filing Systems	(33)			17	33	17	33
33	Tool Material Control Technique	(33)		17	33		17	33
34	Classroom/Laboratory Safety Program		(0)		17	33	17	33
35	Accident Reports		(17)	47	17	17		
36	Safety Apparel and Devices		(0)		33			67
37	Eye Protection		(0)		33	7		50
38	Teacher Liability		(0)	50				
39	Performance Test Construction		(17)			50	50	
40	Ohio Vocational Association		(0)	50	33			
41	Student Skipping Classes	(33)		33		50		33
42	Student Absenteeism		(17)		17	30	17	17
43	Student Tardiness		(17)		17	33	17	33
44	Student Use of Alcohol	(66)		33	50	17		
45	Student Use of Drugs	(66)		67	33			
46	Student Use of Tobacco	(66)		17	33	33		17
47	Student Sleeping in Class		(17)	17	17	17	50	
48	Student Use of Bad Language		(17)	17		17	33	33
49	The Poor Reader	(50)			33	33	17	17
50	Lack Math Skills	(66)		17		33	17	17
51	Lack of Writing Skills	(66)			17	33	33	17
52	Medically Related Problems		(0)	50	33	17		

* 1. NEVER 2. ONCE 3. A FEW TIMES 4. WEEKL 5. DAILY

APPENDIX F

Comments by Teachers

FIGURE 2

Comparisons of Paraphrased Teacher Responses to Selected Open-ended questions by Program

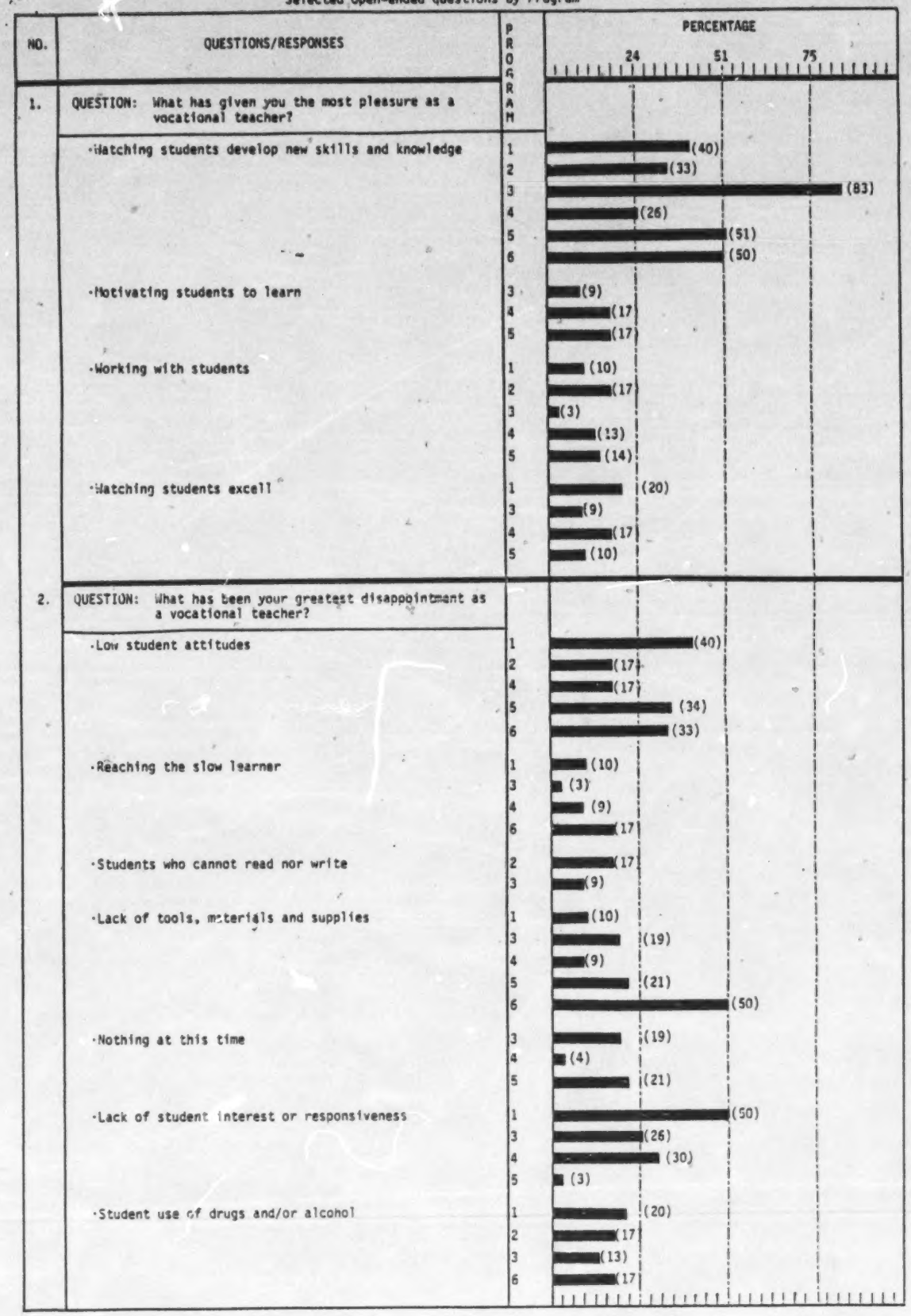


FIGURE 2 (con't)

Comparisons of Paraphrased Teacher Responses to Selected Open-ended Questions by Program

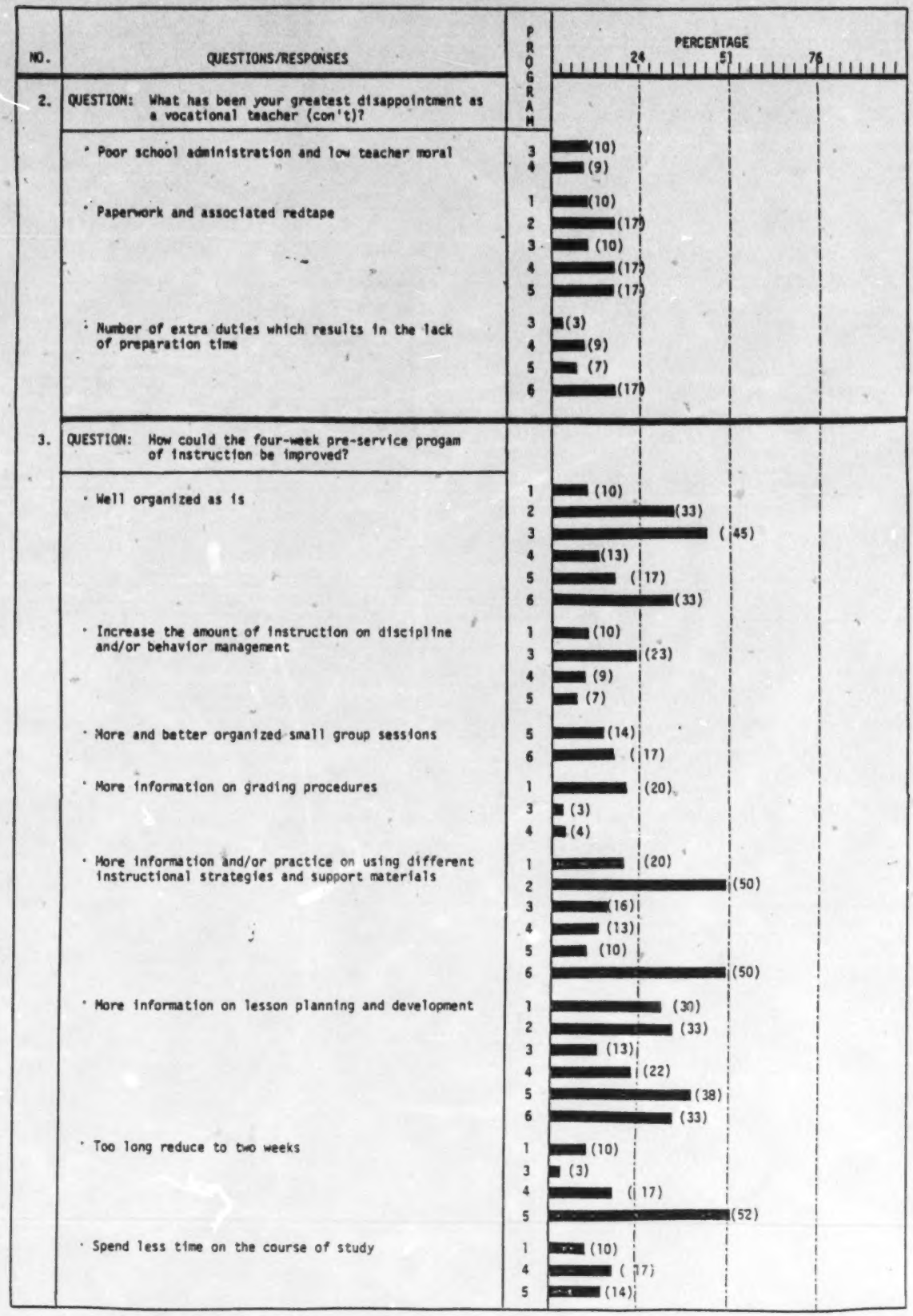
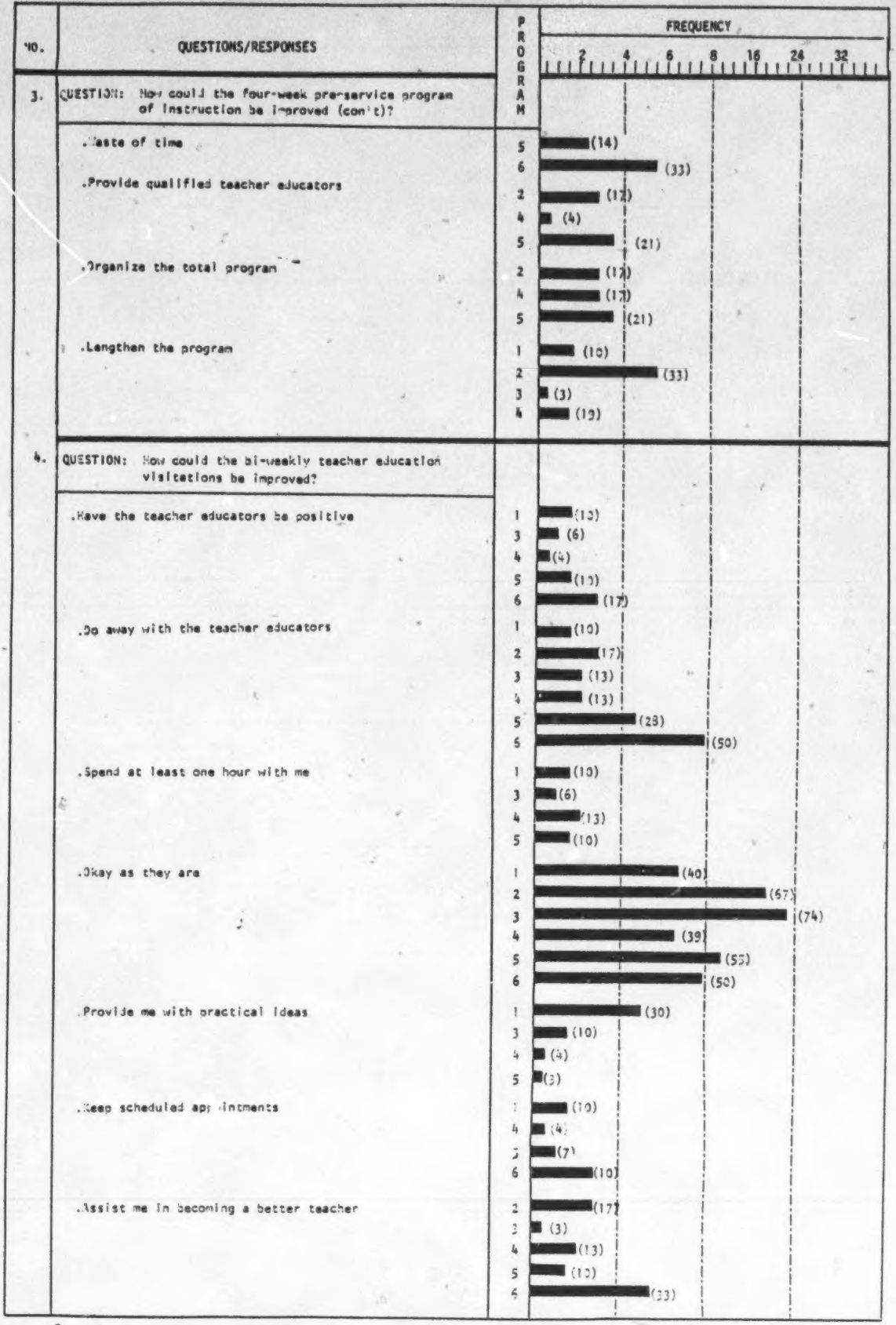


FIGURE 2 (con't)

Comparisons of Paraphrased Teacher Responses to Selected Open-ended Questions by Program



51

FIGURE 2 (con't)

Comparisons of Paraphrased Teacher Responses to Selected Open-ended Questions by Program

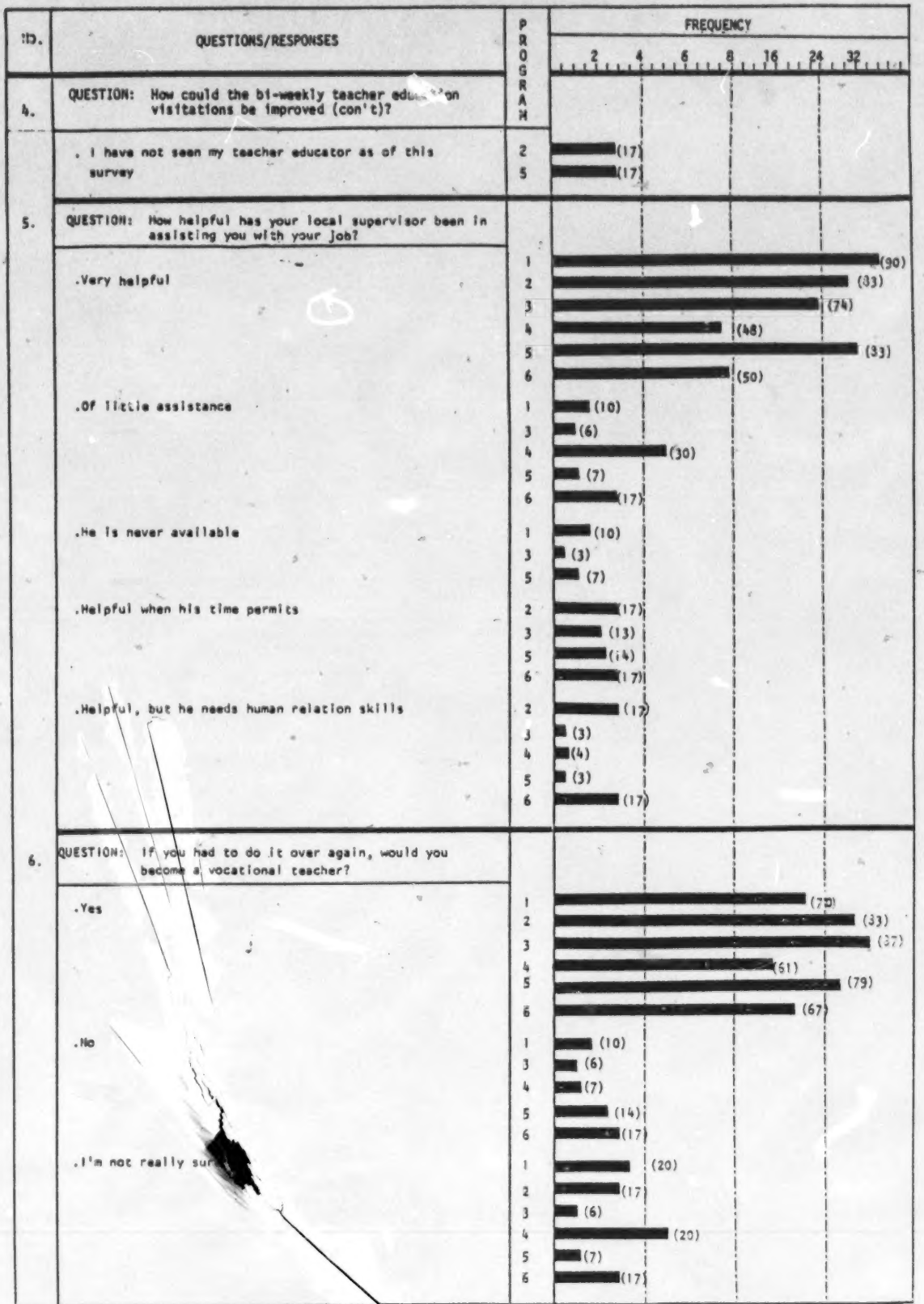
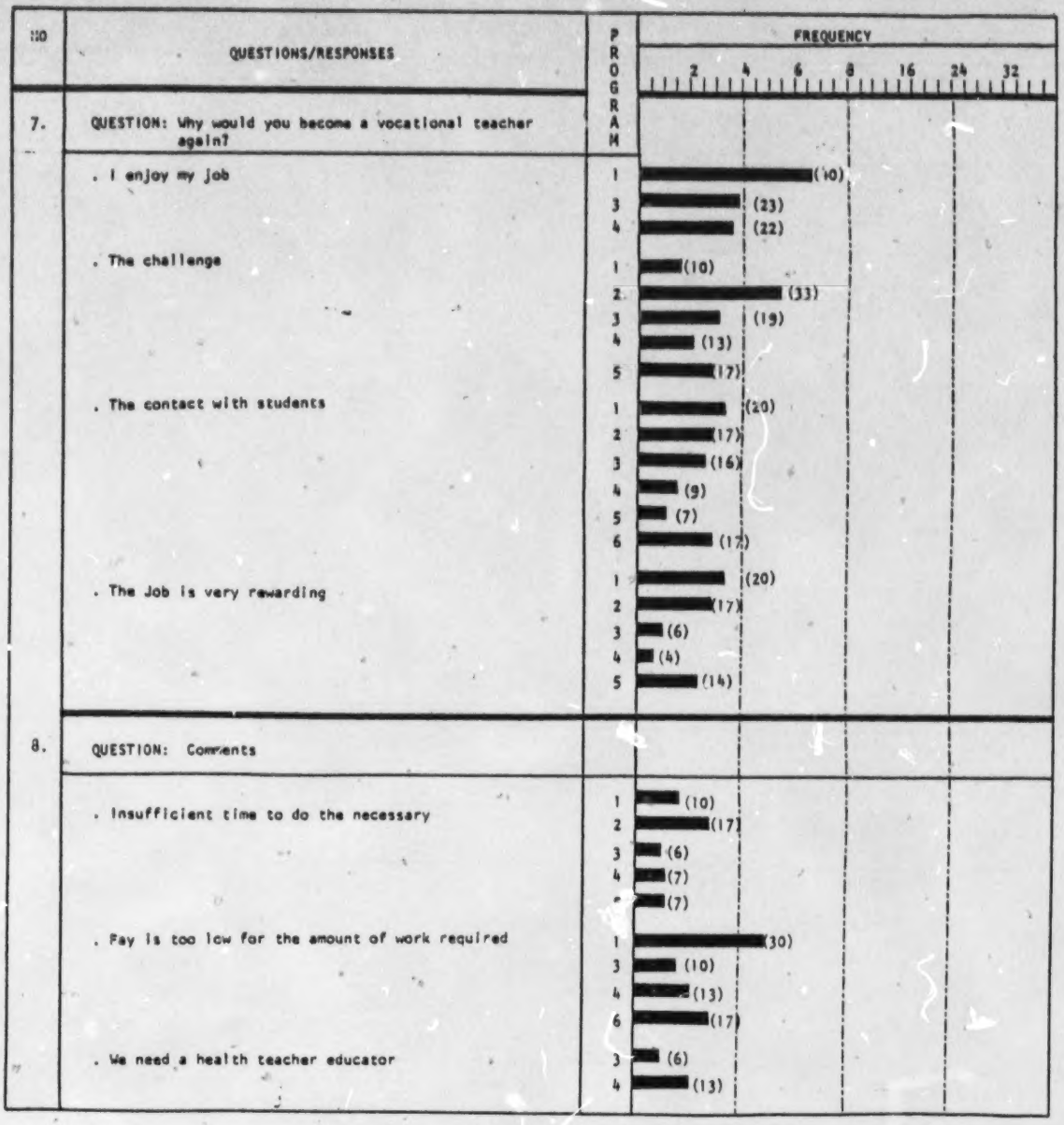


FIGURE 2 (con't)

Comparisons of Paraphrased Teacher Responses to Selected Open-ended Questions by Program



APPENDIX G

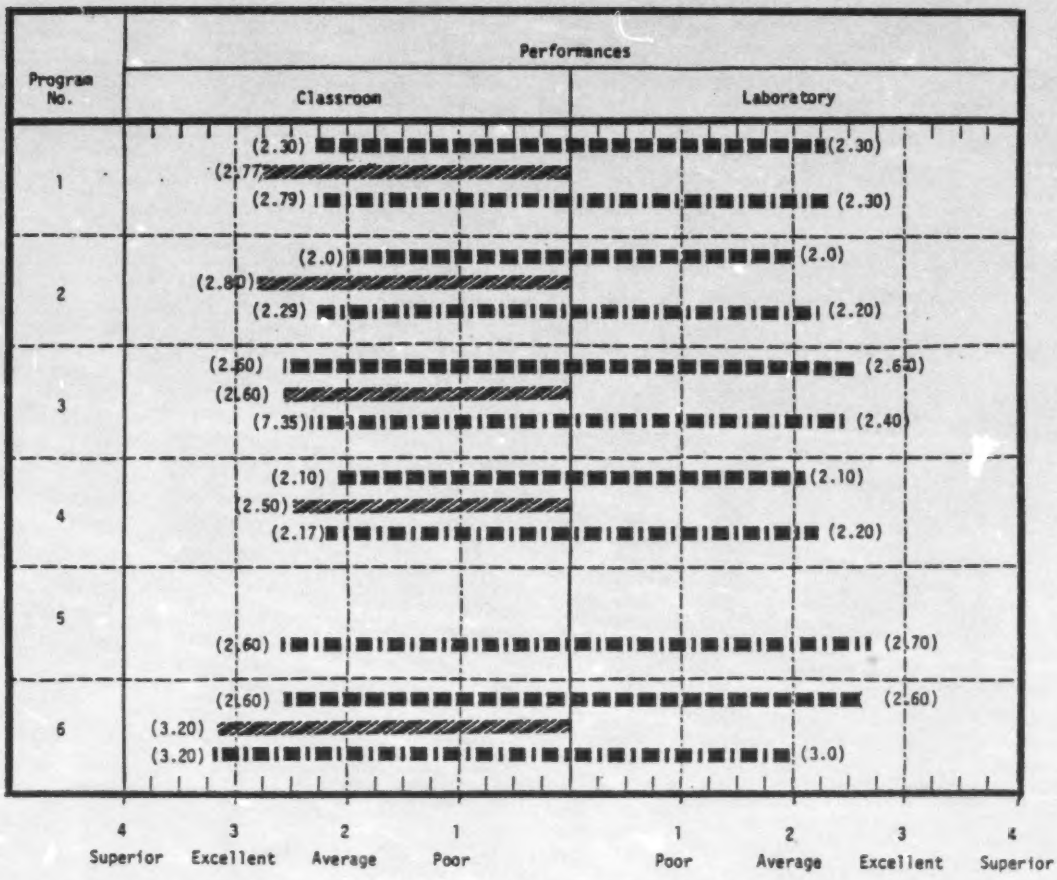
Evaluations of Teachers By:

Supervisors

Teacher Educators

Figure 3

Comparisons of the Teacher Educator and
Local Supervisor's Evaluations of the Average
Vocational Teacher's Performances Program



Legion

(1) Pre-Service Program Evaluation
(2) Teacher Educator
(3) Local Supervisor

APPENDIX H

Comments by Supervisors

and Teacher Educators

FIGURE 4

Comparisons of Paraphrased Supervisor's Comments to Selected Open-ended Questions by Programs

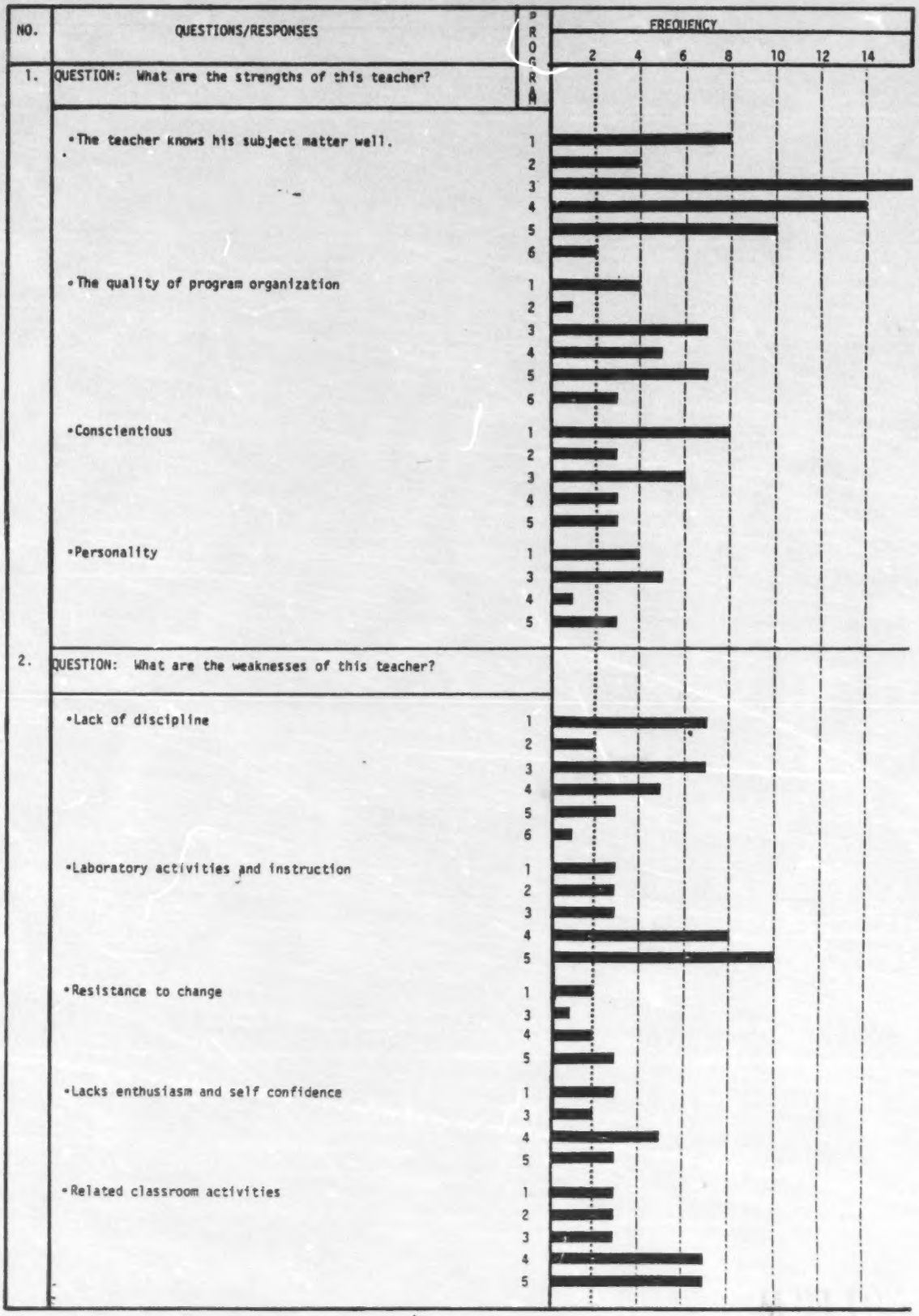


FIGURE 4 (con't)

Comparisons of Paraphrased Supervisor's Comments to Selected Open-ended Questions by Programs

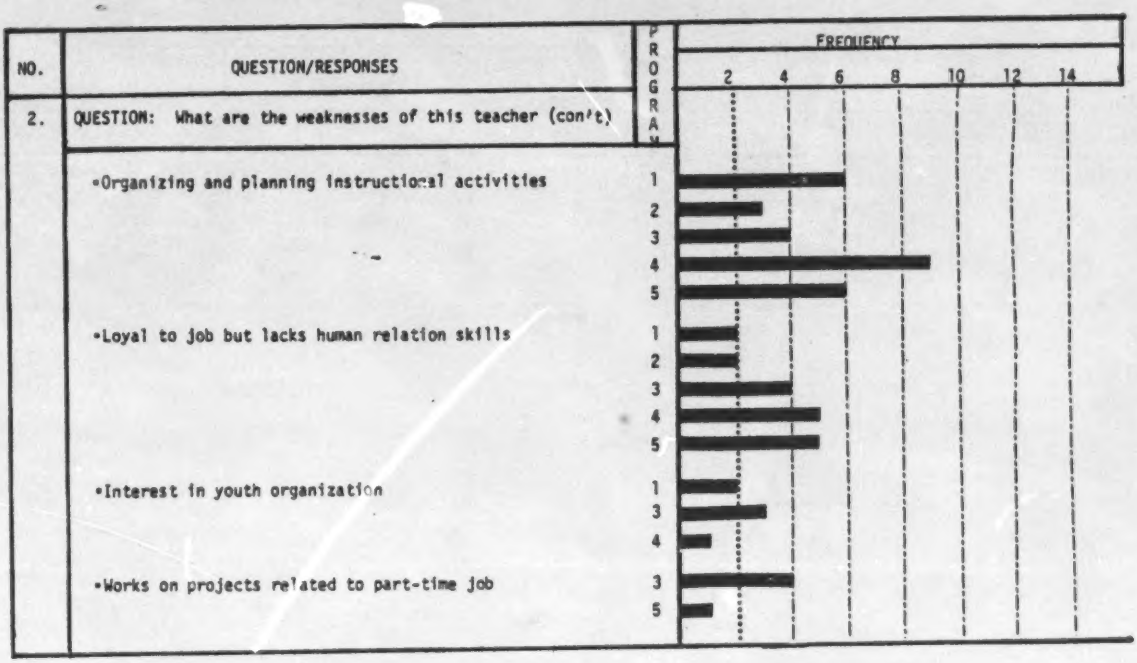


FIGURE 5

Comparisons of Paraphrased Teacher Educator's Comments to Selected Open-ended Questions by Program